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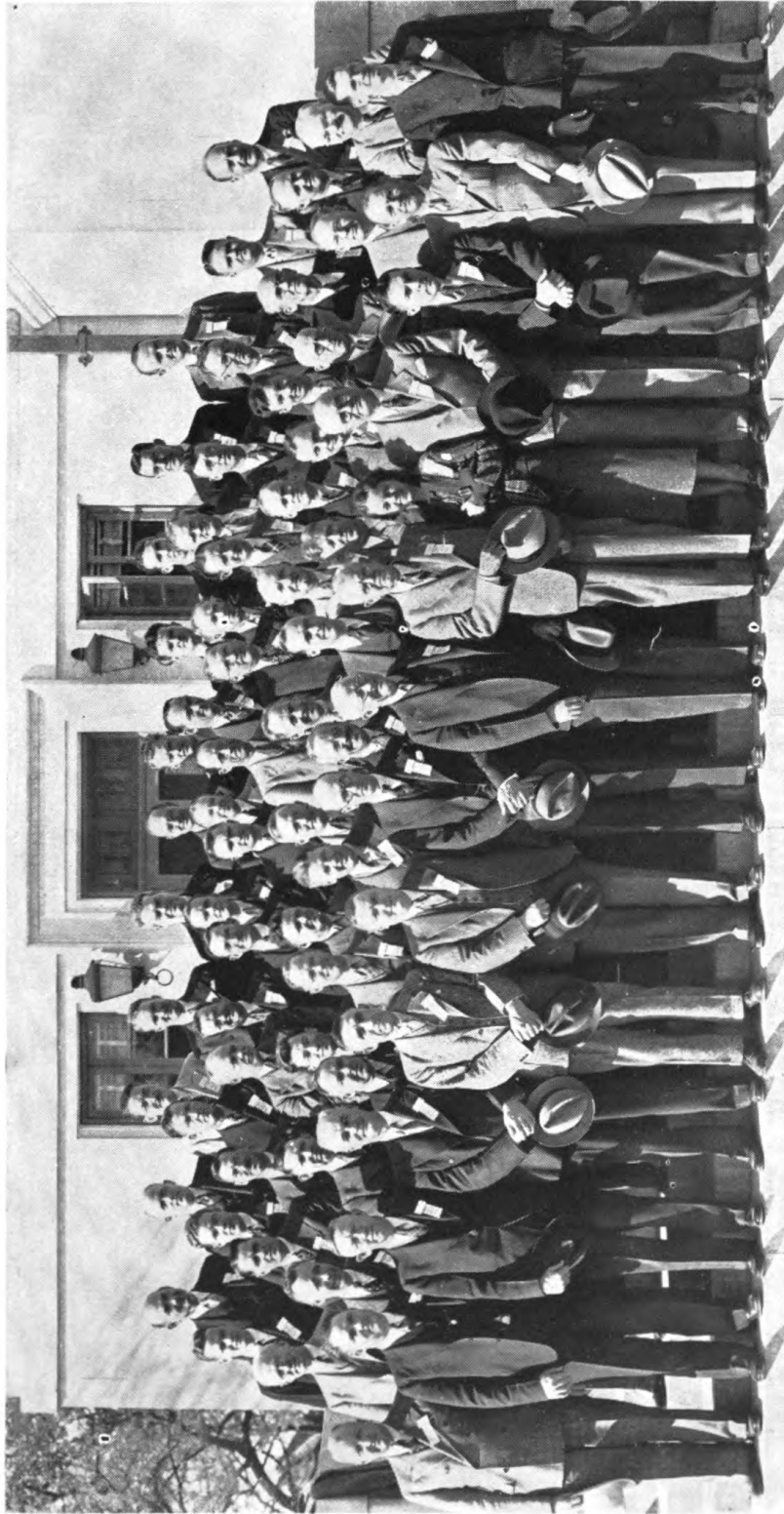
SECRETARIAL NOTES

Nineteenth Annual Conference
of the
National Association of
Deans and Advisers
of Men



Held at
UNIVERSITY OF TEXAS
Austin, Texas
APRIL 1, 2, 3, 1937

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NINETEENTH ANNUAL CONFERENCE OF THE N. A. D. A. M.

Top Row: King, Bradfield, Ott, Stenson, Cowley, Paul, Lewis, Mallett, Hardt, Nielson, Werner.
Second Row: Newnan, Miller, Wellington, Trautman, Lucky, Postle, Woods, Sherer, Blalock, Adams, Geddes, Speck, McDaniel, Collins, Anderson, Turner, Mitchell, Findlay, Ferguson, Buntain, Tibbals.
Third Row: Stephens, Park, Watson, Walton, Bostwick, Cole, McCreery, Schultz, Boger, Smith, Somerville, Julian, Lathrop, Hart, Manchester.
Front Row: Thompson, Jones, Moore, Talbert, Gilley, Bursley, Lobdell, Lancaster, Hubbell, Culver, Coulter, Ripley, Sally Moore, Barlow, Goodnight, Fisher, Nowotny, Cook, Chase, Gordon, Gardner.

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PROGRAM

WEDNESDAY, MARCH 31

EVENING

8:00—Executive Committee Meeting, Driskill Hotel.

THURSDAY, APRIL 1

MORNING

University Union Building

(All meetings will be held in this buildig unless otherwise noted.)

8:15-9:00—Registration.

9:00—Welcome by President Harry Yandell Benedict, The University of Texas.

Response by Assistant Dean Otis McCreery, University of Minnesota.

"The Dean of Men from the Point of View of the Governing Boards," Hon. H. J. Lutcher Stark, Member of the Board of Regents, University of Texas.

"Report of the Committee on Honorary Fraternities," Dean J. A. Park, Ohio State University.

Discussion.

Business.

Announcements.

12:15—Luncheon at Fraternity Houses.

AFTERNOON

University Union Building

1:30—"The Question Box," Dean B. A. Tolbert, University of Florida.

4:00—Tour of University of Texas campus and of City of Austin.

EVENING

University Union Building

6:30—Annual Banquet—Union Building Banquet Hall. (Informal. The members and their wives and friends are to be the guests of the University of Texas.)

Speakers: Dean Dabney S. Lancaster, University of Alabama; Dean Emeritus Stanley E. Coulter, Purdue University.

8:30—Union Building, Main Lounge. Motion picture, "Seeing the Unseen," Dean H. E. Lobdell, Massachusetts Institute of Technology.

Spirituals, Negro Choir.

FRIDAY, APRIL 2

MORNING

University Union Building

9:00—"Combating Crime," Mr. Rolf T. Harbo, Administrative Assistant, Federal Bureau of Investigation, Washington, D. C.

"The Problem of Government Aid to College Students," Aubrey Williams, Deputy Administrator, Works Progress Administration, Washington, D. C.

Discussion.

AFTERNOON

University Union Building

1:30—"The Registrar and The Dean of Men," Dr. Edward Jackson Mathews, Registrar, University of Texas.

"The Disappearing Dean of Men," Dr. W. H. Cowley, Ohio State University.

Business Meeting.

SATURDAY, APRIL 3

MORNING

University Union Building

9:00—"The Origin and Development of the Work of the Dean of Men," Dean J. F. Findlay, University of Oklahoma.

"The Campus and The Undergraduate," Dean Christian Gauss, Princeton University.

Discussion.

Report of Resolutions Committee.

Unfinished Business.

Adjournment.

The Texas relays will be held at the University Saturday afternoon. Tickets will be provided for all members of the Conference who wish to attend.

Saturday night all Deans and their wives will be guests at the All-University Dance.

On Sunday, April 4, all who desire to make the trip to San Antonio will be provided free transportation in cars to the City of the Alamo where there will be visits to historic spots and perhaps to Randolph Field, "The West Point of the Air." Returning, the party should arrive in Austin by 6:30 p. m.

Nineteenth Annual Conference
of the
NATIONAL ASSOCIATION OF DEANS AND
ADVISERS OF MEN

AUSTIN, TEXAS
APRIL 1, 2, 3, 1937

THURSDAY MORNING SESSION

President Lancaster: I have the honor of calling together at this time the nineteenth annual conference of the National Association of Deans and Advisers of Men. We are delighted to have so many present. We are particularly fortunate at this time in having here to give us a word of welcome the distinguished president of a great university. I present to you at this time Dr. Benedict, President of The University of Texas.

President Benedict: Mr. President and gentlemen. I suppose it is fair enough to call Deans of Men gentlemen. It is needless to say, of course, that The University of Texas welcomes you. We are always glad to have such a body as this in our midst. I am sorry that our weather is a little below normal and that some of you were able to come on skates. I hope that the weather will moderate.

Your President has described you as a very good-looking group, and I will agree to that, because it's always well for a welcomer to brag, or any speaker to brag, to his audience. You rarely make a mistake in doing that, but on this occasion I'll put a slight modification on my complimenting you, because I was a Dean of Men once myself, and consequently I have some insight into both the glories and the lack of glories of that position.

I was Dean of Men for five years before there was any Association. I was about a one-tenth part-time dean, and my functions consisted almost exclusively of tending to things that the academic deans turned over to me. In other words, I largely collected board bills, and did various things that the instructors didn't want to do. I was so useful, after serving for five years, that the office was abolished and not created for a couple of years afterwards, greatly resembling that man in California who was so devoted to his duties as a station agent that he neglected his health and, in spite of repeated warnings, died as a result of over-attention to duty, and after he died, the Southern Pacific didn't fill his place for five years.

But the need for a real dean of men became apparent after a while, I having never really been one. We created one, and I think now we have got a very good one.

I go back to a time when there weren't any Deans. The first time I ever heard of one was when I went to Harvard. I had no notion of what sort of an animal it was. I don't know how the name got to be translated into this country. It was an ecclesiastical term, but most of American

collegiate deans are no more markedly ecclesiastical than their colleges. It has something to do with tens. I think the modern American deans don't have to do with tens or even hundreds; otherwise you could call them Centurians in the place of Deans, or perhaps Centipedes. But since a good many of them have several hundred and even thousands of students, I suppose you would call them Myriapods or Myriads. The Deans of Men certainly need some loftier title than one that has ten as a basis. At any rate, whatever your name is, it's like the rose: it's just about the same whether you call it Dean or Myriapod, and I greatly welcome you, having a very considerable sympathy with the work you are doing and how essential it is.

You may be, I think, in many respects something like the earth worm that keeps the thing going without being too visible. The office is certainly one of very great importance in our very great American universities, and certainly of the utmost difficulty; so I would count a successful Dean of Men as something extra-extra. They have nearly as many troubles as the President, and sometimes more. I welcome you and hope that you will have a pleasant meeting at The University of Texas.

President Lancaster: We appreciate this welcome. I am going to ask Dean McCreery, of the University of Minnesota, to express our pleasure at being here.

McCreery: President Benedict, fellow Deans. I feel quite honored in being asked to represent this gathering in responding to this fine welcome.

As you have indicated, President Benedict, the Dean of Men is a rather strange animal. I imagine that the title of Dean of Men would cover as many constellations of duties as there are men present. I heard the Dean of Men defined the other day as being that person who knows less than a professor and too much to be a President.

One of the responsibilities, the principal one probably, is serving merely *in loco parentis*, but somehow the idea seems to have gotten abroad that he should accomplish more in four years than parents sometimes have been able to accomplish in the previous eighteen or nineteen. Some parents seem to me to be rather like that downtown quarter-back that sat back in the fifty-second row of our stadium a couple of years ago. He had a couple of drinks under his belt. The team was out in the center of the field, and he was telling his compatriots just how this game should be run. "There," he said, "you see the ends have been drawn in. They should run around the end," but they didn't. They plunged the line and made about ten yards. "There," he said, "the secondary defense has been pulled up again. They should shoot a pass." But they didn't. They ran around the end and made another twenty yards. Finally he said, "The thing to do is to run around the other end," but they didn't. The quarter-back pulled back and shot a pass, and the big end went up in his stride and took the ball, and they got him down on the second yard line. The friend of his sitting next to him turned to him and said, "What are you going to do with them now?" He said, "To hell with them. I got them this far. They can shift for themselves now."

I have just returned from a visit to the Alamo, that shrine that is beloved by all Texas. After that visit, the names of Travis and Bowie and

Houston take on new significance to me. Texas today doesn't call upon its sons for such heroic tasks. However, the task of counselling and guiding the young Texans, be it ever so prosaic, is just as important and a trying one. I can understand too, after hearing the story of that fight at the Alamo, how The University of Texas has chosen for the responsibility of guiding its youth men from the same mould. To me it seems the task of aiding a young man in working up to his capabilities we must call in every testing procedure, every rating chart, every statistical device which may constitute a valid instrument, but coupled with that too he must call on every bit of experience that has come to him through years of dealing with dynamic situations to discover how to do this job more effectively.

We are gathered here, and if the hospitality which has been extended to us by your President Benedict can serve as a criterion, then this will be one of the most pleasant meetings to which we have yet been called.

President Lancaster: I can certainly add that we are indeed happy to be here, Mr. President. Dean Moore will introduce the next speaker.

Moore: I take very great pleasure in introducing to you a man who has for many, many years been connected with this institution, who is responsible for a great many complimentary things which you have said to me, about this institution, a man who has served as a member of the Board of Regents for a long time: H. J. Lutch Stark, of Orange, Texas, who will speak to you on the general subject of what governing boards expect of deans of men.

The Dean of Men From the Point of View of the Governing Boards

HON. H. J. LUTCHER STARK

Member of the Board of Regents
The University of Texas

Mr. President and gentlemen here assembled. It gives me great pleasure to add my welcome as a representative of one of the governing boards of this state to that that has already been given you by our president, Harry Yandell Benedict. I should like in the beginning also to express my appreciation to you for having gathered upon our campus and brought to us words of wisdom from as widely separated points from which you have come. I should like in particular to express our appreciation to the representatives from the golden sands of New Mexico and from the sun-kissed shores of the Pacific for the glorious sunshine and weather that we are now having.

I hope I shall be able to come as near the subject assigned me as did Dean Moore. In fact, for many years I have been thinking about the deans of men in institutions, and perhaps I may say some radical things; perhaps not. Most of my friends and all of my enemies will assure you that all my life I have been extravagant with my tongue and economical with my ears, that I speak now and regret it ever afterwards. In other words, I am classed as a radical. So I must hasten to claim all the responsibility for anything that I may say this morning to relieve our president and our governing board for any difference of opinion that you might have with me.

When our forefathers authorized us in Texas to create a university of the first class and gave us two million acres of land and required that we should establish a university of the first class without cost to the state other than from this land, I am not quite sure of what they meant. A physical plant is a beautiful thing. Nine thousand students or ten thousand students or three or four thousand students are marvelous things to have at the university. A great faculty, a fine group of research professors, membership in the Association of American Universities, and an amply paid faculty, with a good budget for various other things, are marvelous things to possess. But I am just wondering if that thought was uppermost in the minds of our forefathers. It has always seemed to us that what our forefathers had in mind was that we should establish an educational institution of the first rank, where boys and girls could come from the homes and receive training in educational subjects, in character building, and in various other necessities of life, so that they might go out from the university, not having completed so many hours of work with a passing grade sufficient to have been granted a degree, but that they might go back into their homes and neighborhoods more nearly in touch with the affairs of the world today and more fitted to become the leaders of tomorrow.

I have no idea of just how you do it in Wisconsin and Minnesota and

Illinois. At least I have not a sufficient idea to give a very authoritative talk here, but I can tell you about the difficulties and what we do in Texas. Don't get nervous because I merely strayed from my subject to try to show you what I think of yourselves. Our legislature, the controlling influence in all of our educational appropriations, has been so busy, along with about three other legislatures throughout this country, in strict itemization of our appropriations, and with hearings upon Communistic teachings and various other things in our University, that they haven't had much time to give to the thought of the boys and girls who are here. In fact, judging from newspaper accounts, one might almost believe that they held the University and its authorities in such disrepute that you sometimes wonder how some boys and girls come here to Texas.

I don't know how it is in your home. Our Board of Regents, having had their budget made up for them, necessarily have little time to devote to salaries, promotions, and various other things; and so they spend most of their time getting out of boxes and troubles that they get into with the students over what the Board of Regents choose to call "faculty supervision of publications" and the students choose to call "censorship." I don't know how it is in Minnesota or some of the rest of those states of the North, but one member of our Board of Regents said that the Board will spend ten hours discussing a \$500 appropriation for golf and pass an appropriation of \$250,000 for a new heating plant in five minutes. So that our Board is striving and giving of its time freely and willingly to the discussion of the University from an extra-curricular point of view. Of course, they are burdened with the investment of the permanent fund. They are burdened with the building program and all of the things that come in on a board of directors of any large business. Therefore, the student doesn't come in for any careful consideration there.

Our president, God bless him, spends a great deal of his time trying to get a hearing before the Board of Regents on some educational subject. He at the same time is burdened with the effort of trying to keep the lowly-paid professors satisfied and trying to see that the young men do not drift off to some of your institutions who have publicly announced that if they want a good young man they just look one up in the Texas University roster, and he moves. Our president is at the same time busy trying to get our legislators to see that strict itemization puts us in a distinction that we do not need. So that he himself, with all of his various troubles, has very little time to touch the individual student.

Our faculty deans, of course, have to do with the registration and with their various departments and with the struggles in interdepartmental politics to see that they get sufficient money for their maintenance, and trying to stretch a pitiful amount in the purchase of new equipment and new books. They touch the student, but they do not touch the students at large. The Fine Arts dean gets little of the Law, and the Law has little of the Engineers, and I don't know how it is in Kansas, but I'll tell you if a lawyer speaks to an engineer on the campus of The University of Texas, there's something wrong with both of them.

I don't know how it is in Chicago and McGill and Toronto and various other places, but we have quite a struggle on the campus of The University

of Texas, and while the students do not look down upon the faculty members, as my statement to follow might indicate, yet because of the fact that they are faculty members and deal with the quizzes and the grades and those other various things, the general opinion among the students here is that the faculty members give very carefully and reservedly any high grades, and give all the low and busting grades with pleasure. It appears that there is not much sympathy between faculty and the student. Actually, of course, that is not the condition. But I'm trying to build up to this proposition.

You have upon your campuses one, three, five, up to fifteen or twenty thousand students who are willing to cooperate, but they are suspicious. They want to cooperate all right, but they don't want to do all the co-operating while somebody else does the operating. They are not what you might term just static material that may be told to go here and to go there, but they are active and energetic and, in these modern days, independent young men—we'll stay on the men's side of the ledger, because most of you are dealing with men only.

And into this picture steps that bugaboo and the bogeyman, the dean of men. Of course, to my thought and idea, the dean of men is next to the president in importance, for the simple reason that the president and the faculty are in close contact and naturally are interested in the development of one phase of university life. The honors to the faculty make a university of the first class. The very fact that the university secures a reasonable budget by some method somehow redounds to the credit of the president, and the fact that he makes all of the wheels work is honor enough for a president. But there is this great big shifting body of boys upon any institution's campus who are going somewhere.

Naturally, I don't know how it is in your university, but fully fifty percent of the boys in our institution are earning all or part of the money for tuition and expenses in our institution, and I'm not talking about subsidization of athletes purely. But there are thousands of jobs upon any campus, and I'm not talking about purely clock-winding jobs where we have electric clocks. There are thousands of situations that need manpower. There are thousands of students to supply that manpower, and it seems to me that the first thing that the dean of men or his department should have under his control is the ability to place the right man, and I am emphasizing right man because I haven't the time to go into this discussion of student labor—but to have under his control the ability to place the right man in the right position and see that he gives satisfaction. Now that is the A, I think, of the dean of men.

In the next bracket naturally comes the fact that when a boy receives some money for his bills, those bills should be paid and discharged as quickly as possible. There again our dean of men—and he is a fictitious one; I'm not discussing "V. I." now, who is very practical—comes into the picture to see that those credits are paid. You can enlarge that naturally to cover societies, organizations, fraternities, and every other thing that spends money upon a campus, and they should, if we are going to do anything for the individual boy and girl, be taught that we must pay our way as we go in life.

I said in comes the bogeyman, and he truly is to the boarding house keeper, whose surroundings and situation he must vouch for and inspect, and every boy who comes to an institution ought to have a rather balanced diet. Of course, we say, that is up to the health service. It may be, but I prefer to think of our mythical dean of men as having his finger upon the situation, whether the actual inspection is made by the health service or some other delegated authority. At least a boy ought to know that he is going to get sufficient food in order not only to sustain life but to give him sufficient energy and sufficient calories to carry on his development in the formative stage of his existence. I think that is a direct responsibility of a university. I don't know of anything that I would put above that, and that is done in so few places. Oh, I know we all attempt to do that. We all have that in our outline of things that we ought to do, but I don't think any of us anywhere actually work at that as hard as we ought to.

And then, of course, there comes the chief of police job. Naturally any bunch of boys when you get over three are going to have some extra-curricular thoughts, and naturally since they are independent and daring, and naturally since we make rules and laws and demand that they do not do some things, those are the things they are going to try, and, of course, unfortunately some of them get caught. I was told not long ago that the only reason that some people are in the penitentiary is that they made one fatal mistake, and that was that they got caught, and that is the way it is with certain boys in every institution: they do get caught. Of course, we all have in all institutions these disciplinary committees, but after all it develops upon the dean of men and his department to see that that penalty assessed is inflicted.

The ideal dean of men, to me—and this is radical—does have a great big heart. He has a very reasoning mind. He has a very far-sighted philosophy. I think in every instance of disciplinary action that it should be the dean of men's part to serve as counselor for the, shall we say, culprit and victim. I think in all our educational institutions that the one man or the one point of contact who should possess the student's point of view is the dean of men. I don't think he should carry this to extreme so as to cause a schism in the faculty, but my idea of an ideal dean of men is a man who thinks the way his boys think, but who, having had a wealth of experience, and who, possessing a fine character and a wealth of energy, is just a little bit ahead of the students; and that little bit, provided he is ahead of the smart ones, is just enough to make a successful dean of men.

After all, I haven't told you anything other than what you have in your list of duties as deans of men, and I don't think I could add to any of your duties, because I think the deans of men, as has been said by Dr. Benedict, have had thrust upon their shoulders all of the dirty jobs that no one in the university wanted.

The fact that you are successful men and that you are so viewed by your authorities at home is the reason of your presence here. You came to give and to get, and we in Texas are delighted to have you here; but let me say this, and I am nearing the end of my ideal dean's qualifications: he should be a man of high character and a man of unquestioned

ability, a man of boundless energy, a leader—that is his first qualification. His personal contact in an institution depends upon the number of students in that institution, and the only way he can have personal contacts with a large number is through his reputation and character, and I want my ideal dean of men to be looked upon, revered, recognized, and followed by all of the students in the institution. When I say all I'm not talking about unanimous approval.

The next thing is to repeat that I think the mythical dean of men is the next man to the president and I'm not so sure which man is the more influential. Our boards, president, faculties, and faculty deans are doing the things along one line. Facing them is the great independent body of, I'd like to say, free thinkers, but I don't want to stigmatize them by that name, but you know what I mean: of students.

The most important thing for our ideal dean of men to have is a program. If someone in an institution doesn't have a program for these thousands of boys, they are going to make up a program themselves. Your athletics cannot furnish a definite program for all of your students. Your debating societies cannot do that. Your Little Theatre movement and all the rest of those things that you have around your institution cannot furnish a concrete cooperative program unless there is some man in that institution who is far-sighted enough, who is clever enough, and who is capable enough to outline, in conjunction with the president, a program and put it across.

That is the position that I think the ideal dean of men occupies from the point of view of the governing board of an institution. Let me say one thing, and then I'm through: that is a pretty big job, and I hear someone say, "What of my private life? When do I have time for recreation? When do I have time for all of these things that go to make up a life?" And I say to you, "What greater private life would you want?" You have something that no business man ever could possess. You have something that few preachers or ecclesiastical men can possess. You have an ever-changing body of thousands of young men who come to you looking for guidance, who come to you looking for sympathy, who come to you looking for help. And what greater compliment could you have or could I pay you than in closing and saying that I have been glad to be with you and to have had a part in this discussion with you successful deans of men. Thank you.

President Lancaster: Mr. Stark, I am sure I speak for the entire conference when I express our appreciation for this splendid address. I think that all of us are grateful for a man's coming to us who is as busy a business man as is Mr. Stark. We are a little surprised and yet we are delighted that a trustee of a great university should have taken the trouble and should have had the interest to make a study of the work of deans of men. I don't think there are very many of them in this country who have done that. I don't think there are very many who have gone into our problem and who are willing to give us the kind of backing we need in order to do the job that these boys deserve to have done for them. So we are deeply appreciative of your coming.

We are not going immediately into the next subject on our program,

but we have just one or two items of business that we should dispose of this morning. We were very fortunate some months ago to have one of our members invited to come to what promises to be a very important meeting in Washington, and I want to talk to you just a minute about that.

The American Council on Education is tremendously interested in this whole program of personnel work. They are calling this meeting in April in Washington. It seems rather important that we have some part in planning whatever program is worked out. They have been kind enough to invite our secretary, Dean Gardner, to attend that meeting, and I think it would be well if we would send him as our official delegate with authority to speak for this group. I'd like to have a motion that this be done.

Tolbert: This seems to me to be one of the most important conferences that has been called this year. We know that quite a number of agencies have to do with personnel work. We know that there are various and sundry ideas of how personnel work should be done. We know that probably some definite changes are coming in the method of doing personnel work. We would like for our association, which has been doing personnel work for these many years, to have something to do about the direction and the type of thing we are going to call personnel work from now on. In support of these remarks, I move the following resolution:

Resolved: That the National Association of Deans and Advisers of Men cooperate with the American Council on Education in its effort to clarify and coordinate the field of student relationships or personnel work.

Resolved Further: That Dean Gardner be made the official representative of the National Association of Deans and Advisers of Men in this conference soon to be held and in whatever conference that may develop from it in the immediate future.

Be It Further Resolved: That a copy of this resolution be sent to Dr. Zook, the president of the American Council on Education.

Goodnight: I second it.

President Lancaster: Is there any discussion?

.....Question put and motion carried.....

President Lancaster: I'd like to appoint next the Resolutions Committee. Dean Goodnight, chairman, Dean Cole, of Louisiana State University, Dean Schultz, of Allegheny College, and Dean Nowotny.

President Lancaster: We had a very interesting report last year on this question of honorary fraternities and sororities, and the committee on that particular subject was continued, and at this time we are going to have this report of the Committee on Honorary Fraternities by Dean Park, of Ohio State University.

Report of the Committee on Honorary Fraternities

DEAN J. A. PARK

Ohio State University

It will be recalled that your Committee on Honorary Fraternities at the 1936 meeting made the following recommendations:

1. A further study which would
 - a. Locate all headquarters and officers of societies
 - b. Emphasize grading by dean or department head concerned
 - c. Assemble data relating to the societies involved
2. A permanent committee composed of (1) The President of the Association of College Honor Societies, (2) A representative of N. A. D. A. M., (3) A representative of National Association of Deans of Women.
 - a. To answer requests for information on particular societies
 - b. To promote amalgamations
 - c. To limit duplication
 - d. To establish standards
 - e. To accredit on the basis of information secured

These recommendations were approved and your Committee began at once to try to secure the cooperation of the N. A. D. W. and the A. C. H. S. Dean Agnes Wells of Indiana University was appointed chairman of a cooperating committee of the former group. Following some correspondence, her committee began a study of campus organizations upon which she reported at the New Orleans meeting of the Deans of Women in February 1937. Some extracts from her report will be of interest to you.

"Since the function of an honorary is to create an interest in scholastic achievement, the broad question is what should be the determining factors upon which judgment of worthwhileness should be determined? The members of your committee last year collected data on 996 organizations in 72 colleges and universities. The persons filling out the questionnaires were asked to indicate by A, Superior; B, Good; C, Fair; D, Doubtful; and F, Bad; the rating of organizations upon which they reported. Of the 996 organizations reported upon, only 792 were given any rating. There were 389 marked A; 196 B; 112 C; 29 D, and 3 F. There were approximately 10,000 memberships reported and the aggregate sum as paid by the members was \$129,812, or an average of about \$13 per person per year. Sixteen campuses to which questionnaires were sent did not report. This number included 8 state universities, two of them Big Ten members, two other Big Ten universities, one woman's college, two technical institutions admitting women, one Teachers' College and two smaller colleges. The response, however, covered typical colleges of each type and the results tallied strangely with the report of Dean Park.

Dean Park's report for men covered 66 campuses listed 677 national societies for men, many of these admitting women. The approximate membership was 13,785 who pay annually \$163,701 or an average of nearly \$12 per member. Banta's Exchange lists 180 honorary and professional groups and Baird's Manual of Colleges and Fraternities lists 156. There is of course an over-lapping in these groups of information. The 996 honoraries on 72 campuses reporting for women and 677 honoraries on 66 campuses reporting for men indicate that many groups are local or not considered important by either of these two reliable sources of information."

On February 26, 1937, Professor A. D. Moore, Chairman of the A. C. H. S., called a meeting of the Council of the Society at The Ohio State Uni-

versity. The object of the meeting was "First, to determine how best to solve the problem of finding a way to secure the active interest and co-operation of officials in all colleges and universities with honorary societies; second, to aid in the elimination of confusion and duplication of effort in the honor society field; third, to aid in strengthening the worthwhile honor societies; and fourth, to aid in the discouraging of the rise and growth of needless societies."

To this Council your chairman made a report of the investigation to date and presented the recommendations approved by this Association at Philadelphia. The recommendations were approved as made and the A. C. H. S. selected Professor P. W. Ott of the Ohio State University, a new member of the Council representing Tau Beta Pi, as its representative on the cooperating committee which was formally titled the Committee on College Societies. The Council recommended that Dean Esther Allen Caw of The Ohio State University be designated as the representative of the N. A. D. W. thus centralizing the committee membership on one campus though representative of national organizations. The advantages of this form of procedure are obvious.

The Committee has already had two meetings. The first consideration to come before it was the matter of defining the field. Definitions follows:

1. Organizations shall be considered "Professional" if they be established in schools or colleges devoted to vocational training and if membership be drawn exclusively from students regularly enrolled in and pursuing courses in such schools, or from persons actually engaged in such vocations.

2. An organization shall be deemed an "Honor" society, only if it receives into membership, irrespective of membership in or affiliation with other organizations, all who attain its standards of high scholarship, professional merit, proficiency or distinction, upon approaching the completion of at least three years resident study in a college or university of recognized standing; such membership being conferred on no basis of selection other than character and eligibility upon scholarship or professional record, and being consummated without formal pledge or secret order training. In no case shall election include more than the upper 20 per cent of the class from which members are drawn.

3. Organizations meeting all requirements of the "Honor" society classification except that of late junior year election shall be classified as "Recognition" societies.

4. Organizations whose members are selected on any basis other than scholarship or professional attainment shall be classified as "Campus Leadership" societies. (This to be interpreted as including societies electing members on the basis of leadership, service, or extra-curricular participation of any kind.)

5. Organizations whose members are selected as a result of interest or participation in racial, religious, social or avocational activities shall be classified as "Interest" groups.

6. Where group life is the central interest of an organization is shall be classified as "Social."

With a re-affirmation of the interest of this Association in the task which lies ahead, the National Committee on College Societies should now be in a position to make rapid progress in its study. Much will depend upon the active cooperation of the individual deans.

Respectfully submitted,

B. A. TOLBERT
T. J. THOMPSON
J. P. COLE
D. H. GARDNER
J. A. PARK

President Lancaster: I think we are pretty well agreed that the question of honor societies on our campuses is a matter that is very critical and deserves a great deal of our attention and time. Dean Park and his committee have done a fine job in defining what the whole situation is and in attempting to formulate some sort of procedure that will perhaps regulate these organizations if necessary. This subject is open for discussion.

Smith: I'd like to ask whether there was any provision made at the meeting of the National Council of Honor Societies to extend membership to any others not now included in the Council?

Park: Yes, six or eight organizations were to be invited to apply for membership.

Goodnight: Will Banta and Baird accept this classification and work on it and put out their publication in conformity to it?

Park: I think they will welcome it; I think we can count on their cooperation. I'd like to say that our next step probably will be to get out a notice of the establishment of this committee, referring now to the National Committee on College Societies, to every college president, with their list of definitions, and ask him to pass it on to the proper college officials and invite their cooperation and questions, so that eventually when Dean A on Campus X is approached by some national society for permission to establish a local chapter, he may write to our committee, and we will be in a position shortly to give him complete information about that society as it carries out its work on a variety of campuses. I'm hoping that before very long we will be able to promote a number of amalgamations among overlapping and competing societies.

Turner: It looks to me as though the committee has really branched out into two phases. At the outset, this committee was more interested in getting after the "racket-type" of honorary or professional, or at least extra-social, fraternity-type of organization, and now we are over into the classification of all types, and I'd be very much interested to know from the group here if on their local campuses there is any work being done to eliminate the racket-type or to investigate and see what can be done. We started out with about 375 organizations on our campus, and we have got it down below 200 now; so we think we're making progress. We have brought down some initiation fees, and I'd be glad to know if work is being done elsewhere along that line.

Park: I may say in answer to that that I do not at the moment consider the social and social-professional groups as presenting a problem for this committee. The classification was made simply in order that we might know what our field would be. The "racket-type" is, of course, the sort of organization against which we'd like to train our guns. With respect to the society which is doing good work and is well established, we ought to be in a position to encourage such groups.

Thompson: Have you in mind a definite outline of procedure that we could follow to put our group in the strongest possible position in this matter, as to financing, delegation of authority, etc?

Park: I think the only legislative action that would be desirable or necessary at this time is to constitute someone as your representative on

this National Committee on College Societies and indicate your willingness to subsidize the work of the society for a very moderate amount.

Thompson: Mr. Chairman, I move that we make Dean Park our member of this committee.

Goodnight: I second Dean Thompson's motion.

President Lancaster: The motion has been put that we constitute Dean Park as the official representative of the National Association of Deans and Advisers of Men to serve with these other groups represented on this committee to continue the study of this problem. Any discussion?

.....Question put and motion carried.....

Goodnight: I move that we suggest a \$50 appropriation by this Association for the purpose of this committee.

Cole: I second it.

.....Question put and motion carried.....

Thompson: I move that we go on record as endorsing the program as presented by the speaker and give him all the strength our organization has within its power to put this program across.

Cole: I second the motion.

Goodnight: By the way of discussion, I should simply like to inquire of Dean Park whether it's the plan of the committee to list actual fraternities under these classifications here and, by the omission of those of the racket class to which Dean Turner has referred, to accomplish the end that you will have a selected group of honoraries, of professionals, and of these various classifications that you have enumerated which are recognized organizations.

Park: That is exactly the purpose of the committee. I should hope that after a period of three or four years perhaps the mark of "approved by the National Committee on College Societies" carried on the letterhead would correspond with the hallmark on silver: that it really meant something.

Findlay: Dean Turner, what is the procedure followed on your campus to carry out this program? What criteria do you use in bringing the total down?

Turner: It works something like this: The Student Affairs Committee started in and took the complete list of all organizations and started interviewing them, and some were eliminated because they were defunct. Then when we began to find departmental organizations, where the department was especially interested in it and a rather high initiation fee that was going into a departmental fund, which was used in various ways—not for personal use at all—there was some trouble on that. We got around that by putting them into our students' organizations trust fund, making them handle their funds through our university trust funds for organizations, and that brought prices down. We united some organizations where they had approximately the same purpose. It's been about a three-year job, with the committee, the university officers, and members of the faculty working on it, and at times telling organizations, "You're not here anymore," and when they meet certain specifications they were

permitted to comeback, but they always came back with a smaller fee and a different set-up.

Park: I may say that a number of college newspapers have done an interesting work in this direction in carrying on a campaign for the elimination of useless societies. Dean Fisher sent me the other day a copy of the *Purdue Exponent* indicating that they had conducted a survey, and they listed, shall we say, eight societies as satisfactory and a dozen as unsatisfactory. It was done in typical student style. Apparently the editor had sent out a questionnaire and had perhaps a 33 1-3 percent return, whereupon he classified all those who failed to return as unsatisfactory. And yet that probably will have a salutary effect on the Purdue campus. Student opinion is a mighty force in such affairs.

There have been some most interesting local surveys made. Iowa State College made such a survey. I think Dean Werner spoke of the University of Kansas having made one. Purdue made one two or three years ago, and there have been others brought to our attention. They have been most helpful.

Fisher: I remember when this first came before this body. One of the ideas was to find out whether or not we could get the fees of these national organizations reduced. That was one of the troubles that we had on our campus. I wonder whether this committee has gotten anywhere with that.

Park: Nothing can be accomplished in that direction until the committee is a good deal further along than it is at present.

Werner: We have wondered at the University of Kansas, in making our survey a year before this committee started to work, how far we could go in publishing the results of this committee. How far can we go?

Park: As far as the committee is concerned, we have no objection to your using the information which appears in the minutes of the last meeting. You will notice from that that some of the reports have been incomplete. For example, if a society has 40 chapters and there are reports from, shall we say, 10 deans on as many different campuses, we have only 25 percent return, which is hardly enough to justify any drastic action, but it does indicate the way that the final results will finally come in.

President Lancaster: I believe that we still have a motion of Dean Thompson's that we haven't taken care of. He moved that we give the unanimous backing of this group to Dean Park's committee.

Cole: I second it.

..... Question put and motion carried.....

President Lancaster: Before we go further with the discussion, I'd like to say that I had several letters last winter about some steps that were taken at my institution along this line. I don't know that they have gotten very far, but I think they might have gone further than they have, and they have set up an organization which might be of interest to some of you. I'd like to ask Dean Newman, of Alabama, to say a word about the Council of Clubs at that institution.

Newman: I might say first that this Council of Clubs grew out of the campaign put on by the student newspaper which created quite a little sentiment against high fees and against numerous organizations. This newspaper made a classification very similar to the one which Dean Park

referred to a minute ago, which aroused quite a little resentment on the campus. The mechanics are rather involved and complicated, but I think I can summarize them briefly by saying that there is a representative from each one of the recognized fraternities on the campus. By that I mean a few of the so-called better ones that are generally recognized. Then there is a representative from the Dean of Men's office that meets with this Council of Clubs. This council sends out a questionnaire each year asking for a statement about the purpose of the organization, about how many meetings they hold, about a statement from the treasurer, and other items of that kind. Then an opportunity is given a representative of that club or organization to appear before this Council of Clubs to present any further information that it has. This Council of Clubs gives a rating or classification of its own, and this classification is published in the campus newspaper. Of course, when the classification comes out and here's an organization that does not have a satisfactory rating, there is a lot of hubbub created, but it does make a lot of light in addition to a lot of heat.

President Lancaster: Is there any further discussion of this subject?

Newman: I wanted to ask one question. I wonder if it's fair to ask this group whether the local situation has improved with reference to fees. I think that situation has been helped on our campus as a result of our activity.

Park: I can't answer that question.

President Lancaster: If there is no further discussion, I want to thank Dean Park for his report.

.....Recessed at 12:00 noon until 2:00 p. m.....

THURSDAY AFTERNOON SESSION

April 1, 1937

The second session of the Conference was called to order at 2:00 p. m. by President Lancaster.

President Lancaster: Several years ago I think it was Dean Alderman, last year's president of this association, who had charge of the first Question Box. It proved so popular that he was asked to continue it for another year, and last year it was splendidly handled by our distinguished dean from Boston Tech, Dean Lobdell. This year Dean Tolbert, of Florida, will have charge of the Question Box, and he will take over the meeting at this time.

Tolbert: For three years this Question Box has been handled by collecting questions from deans all over the country and having votes on these questions. In looking over these three years' sets of questions I found a remarkable repetition from year to year. So instead of sending out an appeal for more questions, feeling that the same questions would come in time after time, we merely took those that we had and assembled them on the basis of the greatest frequency of appearance. The list is given below.

The Question Box

1. Each meeting of the association for a number of years has seen the following question: "Should a Dean lead rather than direct student opinion?" In every instance there has been a decided majority of deans answering this question in the affirmative. Give specific ways in which this may be done.

2. A number of surveys on the liquor question, the results of which were published in a national weekly, have brought out very interesting facts concerning the use of liquor on various campuses. We have also had a number of questions on this in our Question Box. Just how do you handle this matter on your campus? We are assuming that definite effort is made to reduce drinking and drunkenness at least in public places.

3. Our Question Box returns have indicated that strict censorship of college publications is frowned upon by most institutions. Just what is your plan for handling a situation where irresponsible students are attempting to publish material which might create unfavorable reactions toward the University?

4. We are assuming that every sane person shudders at the horrors of and the futility of war. How do you handle a situation where clear subversive propaganda seeks to capitalize this aversion to war?

5. A number of Universities have adopted the following policy relative to class attendance. Please comment on it.

"If any student accumulates absences or fails to do class work to the extent that further enrollment in the class appears to be of little value to him and detrimental to the best interest of the class, it is the duty of the instructor to warn such student in writing that further absences or failure to do class work may cause him to be dropped from the course

with a failing grade. Where possible this warning will be delivered personally, otherwise, it will be mailed to the student's last University address by the Registrar. Instructors shall immediately report all such warnings to the Department Head. (Blanks will be furnished by the Registrar for these notices.) Should any absences or failure to do class work be incurred after this warning, the student may be dropped from the class and be given a failing grade. Should this reduce his load below the minimum required he will be dropped from the University and his record marked "Dropped for Non-Attendance" or "Dropped for Unsatisfactory Work" as the case may be."

6. Very few universities have sufficient dormitory space to accommodate all students. To what extent should an institution go in requiring students to live in approved rooming houses only? What should be the basis for the approval of rooming houses?

7. How far should a University guidance program go in attempting to solve a student's problems of vocational choice? We recognize the danger of paternalism as well as the danger of so-called educational and vocational determinism where conclusions are based on insufficient information. Please outline your guidance program.

8. Through the National Youth Administration, colleges have been able to furnish work to many thousand students. The basis for selection has been need, character, and ability to do college work. To what extent have you been bothered with (a) political pressure to secure jobs; (b) inability to secure efficient work from students; (c) inability to formulate worthwhile projects; (d) inability to get the right kind of supervision from faculty members under whom these students work. Please give an account of your success in meeting any difficulty of the program.

9. Should the National Youth Administration Program in colleges be continued? Give reasons for your answer.

10. Outside pressure demands successful football teams. The program of training is very strenuous and requires much time. Frequently the best football players do not have even average ability to do college work. Should an institution give these men tutorial help? How is your institution handling this matter? We are assuming, of course, that you do not have anything to do with and officially know nothing of any financial subsidy for football players.

11. What is your latest practice and from what plan have you secured the best results in helping fraternities handle financial matters?

12. What is your experience with preceptors in fraternity houses? How much are they paid and by whom? Do you know of any good ones looking for jobs of this kind?

Tolbert: Let us take question one. "Q-1: Each meeting of the association for a number of years has seen the following question: 'Should a Dean lead rather than direct student opinion?' In every instance there has been a decided majority of deans answering this question in the affirmative. Give specific ways in which this may be done."

Let us have some discussion of this point.

Manchester: We have conferences and group meetings with regularity. We just finished before I came down here a group of three meetings for

freshman boys. We talked the problems over with them and allowed them to discuss the problems freely. We seldom take a direct stand on a question until we have had a good deal of discussion through groups such as I have mentioned: freshman groups or larger groups of our men students. Our institution is small. It is much easier for us to do that sort of thing than it would be for a dean in a large university. I have found that students appreciate the opportunity to discuss matters, and I believe they are very sane in their reactions

Hubbell: It seems to me the question has got to be broken down if the point is reached where we direct rather than lead. In my approach to it with my own group, I would start with the purpose of the institution and the purpose of the college in providing an education for the student. Within that provision is defined the limits to which it can be leading rather than directing. The student group, whatever it may be considering, has a right to go so far as it will within the perimeter of the purpose of the institution and the purpose of the particular thing being discussed.

Tolbert: Several years ago Dean Goodnight blessed us out for our excessive paternalism. Do you think it is probable in many instances that the dean of students, in his very altruistic way of looking at things, gets to where he hesitates to say, "You have got to do this at that time."

Schultz: Where it is possible for individual conferences between the students over problems that come up, I think the best thing for a dean to do is to go into conference with the student and keep an open mind as much as he possibly can. I find that students display a very definite lot of common sense and a sense of reality in dealing with problems. And when they have what we regard as a typically undergraduate attitude in dealing with a matter, especially if it's something they want to do, I think it's best to point out to them the problem and the objections. I find that they are likely to think the thing through in a pretty sensible way.

Cowley: The problem of student leadership and the relationship of the dean of men to student leadership takes us into the midst of a very important sociological concept, and that concept is that of student mores, usually called student traditions. We know a great deal about what I will call specific student tradition: rah-rah-ism, waving of flags, and the things of that sort. But there is a much more important type of student tradition which we know very much less about, which might be called pervasive tradition: the sort of thing that goes through the institution, which you can't put your finger on, but which has more to do with the underlying spirit of the students and faculty members than anything else.

May I cite the Princeton honor system. No one cheats in classes at Princeton because a pervasive tradition doesn't permit students to cheat.

When I was an undergraduate at Dartmouth, we had a difficult liquor situation. My senior year was a very sober year. The junior prom had been discontinued in my junior year because of so much drinking. A student discovered that at Williams there was no serious drinking, and he discovered that the leading members of the senior class at Williams through a number of years had established the pervasive tradition that a student could drink as much he pleased but that he would not be seen drunk. And so the senior council at Dartmouth took the position during

my senior that any student seen to be under the influence of liquor would be recommended for dismissal. The situation became serious at the end of the first month. At the end of the football season, one of the prominent football players was discovered to be under the influence of liquor, and yet his dismissal was recommended, and he was dismissed.

The point I'm trying to make is that in this matter of relationship of deans to student leadership or leading student opinion, the most powerful influence that one can find on any campus is these pervasive traditions, and the way the dean should lead is to understand those traditions and to use them towards the ends that he desires.

Tolbert: "Q-2: A number of surveys on the liquor question, the results of which were published in a national weekly, have brought out very interesting facts concerning the use of liquor on various campuses. We have also had a number of questions on this in our Question Box. Just how do you handle this matter on your campus? We are assuming that a definite effort is made to reduce drinking and drunkenness at least in public places."

Bursley: I might say that we do not attempt in any way to say to a boy, "You shall not drink." We advise him not to, and we try to keep him from it. But we don't attempt to tell him that he can't drink in certain places, particularly in fraternity houses. We say there that we feel that the presence or use of liquor in a fraternity house is detrimental to the best interests of the organization, and the university disapproves of that. We haven't said, "You can't do it," because physically they could, whether we said they could or not.

Goodnight: There are cocktail bars and saloons and taverns a-plenty around our place, and here's the question that rises to vex us. We disapprove as does Michigan of liquor at a fraternity or sorority party or house, but that doesn't bother the youngsters very much, because they can load up and go down to the cocktail bar. At certain times of the year, prom time, the time of the Christmas formals, and the time of the spring formals, at those three seasons, there are many parties. Oftentimes fraternities or sororities will merge, and there will be large parties. There is no place where they can be held except in one of the large hotels or golf clubs, in all of which there are open bars.

People very justly and very properly criticize us for the rawest kind of inconsistency, refusing to allow the youngsters to have liquor in their fraternity and sorority houses at the time of the parties, but in authorizing a party at the Lorraine Hotel or the Nacoma Golf Course, where there are open bars and where the students can go and drink all they please. I'd like to get some help along that line.

Jones: We have a liquor store in town, and before that we had a great many bootleggers; but, so far as I know, I haven't heard discussed either by the Interfraternity Council or Quadrangle Circle or Cooperative Dormitory Council the question of liquor at all. We have been busy on other constructive programs in which the students have been interested, and this other matter has more or less slipped into the background. Our fraternity houses and Interfraternity Council have regulations presumed to prohibit the use of liquor in those houses—I use the word *presumed*, be-

cause none of us assume that there has been no drinking. The Quadrangle and the cooperative houses likewise have such regulations. Where drinking is done and is known to these councils, they do suspend men from membership or privilege of living there. Sometimes after a boy has been suspended from one of those places, he goes on so badly that he falls out entirely.

Tolbert: "Q-3: Our Question Box returns have indicated that strict censorship of college publications is frowned upon by most institutions. Just what is your plan for handling a situation where irresponsible students are attempting to publish material which might create unfavorable reactions toward the University?"

Julian: We used to have this very frequently. Of course, this is all hooked up with the question as to how you are going to handle college students. Young men and women who become of college age think they have a right to have their own opinion, and they like to have their opinions respected. I rather think they are right. I think that the biggest part of the dean of men's work is to get along with the students. By that I don't mean that the dean should let the students run him, but I think he should give them an opportunity to express their opinions and should respect their opinions. Therefore, I think that the responsibility for this whole proposition belongs on the student. The question is how to get at it. We had a long tussle with this proposition and finally got at it in a fairly satisfactory fashion by having the students legislate all their publications under one board; so when an irresponsible student attempts to put anything out, he has violated the regulations of the central student body.

This central publications board selects the editors of the different publications, and, of course, that gives you an opportunity to get the higher type of student. I don't mean to say there is no politics, because I don't know of anywhere where you can eliminate politics entirely. But the students seem to feel the responsibility of running their own affairs, and we have no form of censorship whatever.

Tolbert: How is the board selected?

Julian: Originally the board was fixed by the constitution of the students' association so that the students had a majority of membership on the board, as they do on all our boards, except the athletics board. We have two very active political parties on the campus: the Common People and the Aristocrats. The Aristocrats thought it a good idea to put faculty representation on the board. So they put through an amendment putting four faculty members on the board, and the jolt of it was that at the same election they elected the majority of the student members. That board selects the editors and business managers of all our publications, fixes their pay, and decides how long they shall serve, but does not censor anything. They hold the editors and business managers responsible.

I found that our students were very much opposed to having a majority of faculty members on this central board of publications, and I rather shared their viewpoint. I much prefer to see students in the majority on a board that deals with student affairs, if possible. So we got around it in this way: We have a board of four faculty members and five students.

Since the chief function of that board is to appoint or nominate the editors of publications and the business managers, we found that frequently the five students would outvote the four faculty members. So we devised this scheme: we still let the students have a majority, but it is now in the student constitution that there must be at least two faculty votes before any one student can be nominated or elected to an office. You can't get those two faculty votes unless the student is pretty satisfactory. Yet the students feel they have a majority.

Tolbert: "Q-4: We are assuming that every sane person shudders at the horrors of and the futility of war. How do you handle a situation where clear subversive propaganda seeks to capitalize this aversion to war?"

Smith: We had a threatened student strike last year, and we told them they couldn't call it a strike, and if they did, they would be dismissed from the university. So we went through a series of about five days of disciplinary meetings to find out whether or not they had held it and finally decided that it wasn't a strike. I think this is a problem that we are going to have to face pretty generally, because we have seen it all over the country. At Lawrence College the police hit the students over the head with night clubs, and they had seven hundred of them walk out and put on a demonstration. Personally, I would be in favor of appealing to the student leaders to attempt to control it.

Miller: We have a city university in Los Angeles with seven thousand students, and that gives us quite a problem. We have student self-government, and it functions to a greater extent, I imagine, than in a good many institutions. For a couple of years we had leaders in the student self-government who were sympathetic towards strikes, and that increased our troubles. But this year we have a very conservative group in charge, and that helps us a great deal. We told them they could not go on a strike and could not come on the campus and put out any propaganda for a strike, and that if there was any attempt to hold any sort of meeting on the campus the people involved would be disciplined. Of course, if a great many had participated, we probably could not have carried that out. But two years ago and again last year that threat worked to the extent that only a few students tried to put on a strike, and they did not try to do it on the campus but went across the street to a vacant lot. Our fraternities have always been a very conservative group. They organized what they called the U. C. L. A. Americans to counteract this group that was trying to put on the strike, which was the American Student Union. This group that went across the street tried to stage a meeting, and the U. C. L. A. Americans went over with them, and one of them got up on a box and made a speech on "What America needs is a good five-cent cigar." That settled the strike!

This year our associated student government has decided to have an assembly on that day handled by the students and by this conservative group, which is to be a peace assembly at 11:00. Classes will not be dismissed, but we are having it for the students who wish to attend, those who will be free from classes.

Smith: I wonder if I might have a show of hands of the institutions

who have officially recognized chapters of the American Student Union on their particular campuses.

.....(Ten institutions signified that they had).....

McCreery: You might be interested in a conference we are having at Minnesota a week from this week-end. This is a conference called the Peace-or-War conference, and it is under the direction of the student and faculty committee. We have attempted to secure the best speakers in the United States to come to our campus for those three days, and they are representatives of both liberal and conservative points of view. We feel that by the administration's sponsoring and giving leadership to this sort of thing we are going to avoid some of these unfavorable things.

Tolbert: "Q-5: A number of Universities have adopted the following policy relative to class attendance. Please comment on it.

'If any student accumulates absences or fails to do class work to the extent that further enrollment in the class appears to be of little value to him and detrimental to the best interest of the class, it is the duty of the instructor to warn such student in writing that further absences or failure to do class work may cause him to be dropped from the course with a failing grade. Where possible this warning will be delivered personally, otherwise, it will be mailed to the student's last University address by the Registrar. Instructors shall immediately report all such warnings to the Department Head. (Blanks will be furnished by the Registrar for these notices.) Should any absences or failure to do class work be incurred after this warning, the student may be dropped from the class and be given a failing grade. Should this reduce his load below the minimum required he will be dropped from the University and his record marked "Dropped for Non-Attendance" or "Dropped for Unsatisfactory Work" as the case may be.'

Postle: The set-up that we have at the University of Cincinnati, with something like eight or ten colleges rather loosely organized together into the university as a whole, makes it impossible, of course, to have any generally uniform practice in regard to enforcing class attendance in the separate colleges. We went through the usual cycle of allowing them some cuts and then eventually penalizing them by extra hours for graduation for excess cuts over a certain number. We finally have come down to the matter of throwing the responsibility right back on the instructor and saying that it is entirely up to him. He may penalize for one cut if he wants to. He may go to the other extreme and say that as long as they do their work satisfactorily he doesn't care whether they come to class or not. Of course that is pretty generally true in the graduate colleges, like the college of law and the graduate school. We feel that this is the best solution.

Somerville: How do you find out whether he is in school or not?

Postle: If he cuts for two weeks, a report is turned in to the dean.

Smith: Do you find any disposition on the part of the student to feel that your system leaves him at the mercy of the professor?

Postle: Some students object to it on that ground.

Jones: In the event that an instructor would want to suspend a stu-

dent from class, may he do that himself, or does that go through some more centrally organized group?

Postle: Yes, the instructor may suspend.

Jones: May I say that up to this last point our system has been for the last four years quite identical with yours. However, we do stand up for the student against being summarily dismissed from a class because of non-attendance.

Tolbert: We will pass to question 8. "Q-8: Through the National Youth Administration, colleges have been able to furnish work to many thousand students. The basis for selection has been need, character, and ability to do college work. To what extent have you been bothered with (a) political pressure to secure jobs; (b) inability to secure efficient work from students; (c) inability to formulate worthwhile projects; (d) inability to get the right kind of supervision from faculty members under whom these students work. Please give account of your success in meeting any difficulty of the program."

Begeman: As chairman of the faculty committee on student employment, I have been working with Dean Moore in trying to form some policy in carrying out our work here. We realize that through the N. Y. A. our work has been simplified considerably, and we feel that we would like to set up an organization to handle that work as efficiently as possible, because we don't know whether the N. Y. A. will be with us indefinitely. We have prepared the following questionnaire for distribution, and the information that we gather will be available to any who would like it.

QUESTIONNAIRE

Anticipating the time when the student employment problem will not be as simple as it is now, with government aid, we are endeavoring at The University of Texas to formulate some plan for handling this situation that will give the greatest benefits to all concerned. We would appreciate the benefit of your experience along this line and have listed the following questions on which we would like to receive information:

1. Who has the jurisdiction of the employment work?
2. Is the employment work centralized?
3. Does the same bureau handle employment for both men and women?
4. How large an organization does it take to effectively handle this work? What is the approximate budget?
5. What methods are employed for locating jobs for students in the community around the university?
6. Do you attempt to maintain a certain wage standard or minimum rate of pay? What is the usual student rate?
7. Are there any restrictions placed on the amount of work an employed student can enroll for? If so, what are they?
8. Do you have any student cooperative organizations that have proved successful and have assisted the students in either lowering their living expenses or providing employment for a group?
9. Is there any organized group or union among the working students? If so, how effective is it?
10. Comments or suggestions.

Trautman: We have a nicely circumscribed problem at Western Reserve University, but a rather adverse one from the fact that we are in a large city and face the problem of seeing that boys get enough work to do to keep themselves going. And just in the last year we have been able to centralize that, so that we feel that we are on the track of getting something valuable done.

As I see it, the thing divides itself into four groups: (1) The group of work that is done in the university or college. (2) The second group is the small jobs in the community. (3) Then there are the regular jobs in the community. (4) I place in the fourth class the placement of graduates and following them through to see that they are properly placed.

Our answer has been in centralizing the whole business. One man handles the placement. That is his first job: placing men. He also has to go out and look for jobs, and I think that he spends two or three days a week end, at certain times of the year, a whole week or two weeks out in the industries of Cleveland, in the various places that hire men part-time. He also is responsible for taking care of the graduates and seeing to it that if a man has a position open it is one that will fit this particular graduate. Occasionally he has to tell a man to shine his shoes, and he may actually give him the formula which he uses in approaching the prospective employer.

Boswick: I attended a meeting of the various administrative officers in the state at Santa Fe a few months ago, and much to my surprise I found out that some of the deans are using N. Y. A. as a bait to get students. Some of them freely admitted that they were doing that. I don't know whether that is rather general or not. We had never thought of doing that. Maybe it's more general in schools that have difficulty in getting sufficient enrollment. I have had the pleasure of having charge of all the employment, both N. Y. A. and the campus jobs as well, and I think that it is working out rather satisfactorily. We find that there is very little criticism, and I suppose that is one of the best ways to know whether a thing is working or not.

I'd like to know how many of the deans here have had some experience of having other schools' making an offer to a student and playing back and forth with him between schools?

.....(Five deans responded).....

Smith: Isn't it perfectly legitimate to give certain publicity to the N. Y. A. in an attempt to bring the student into college? Wasn't that one of the reasons why it was created, to increase the student body and bring men into colleges who might not otherwise have come?

Moore: I wonder if anybody has received circulars like I have from D. F. C. offering a working scholarship to graduate students: \$300 a year. We figure a graduate student can earn at Texas \$270 a year; so apparently the institution is giving them \$30.

Boswick: I'd like to know what some of the people here do in a case where criticism is made that they have fraternity men on N. Y. A.

Turner: I suppose that I have the biggest single bunch on N. Y. A. that there is anywhere. By the time we get all the additional allotments, we will have about \$200,000. Last year we helped 1,800 with it, and this year

it will go more than that. We don't have any of these troubles listed here. We pay no attention to political pressure. We get a monthly efficiency report, and if a student isn't doing his work well, we have about 3,000 applications for places; so if he wants to keep his job, he has to do his work. We have about two hundred projects waiting to start, and as to the right kind of supervision from faculty members, the faculty are the people that want the projects to start.

We haven't said the fraternity men have to stay off the N. Y. A. We have interviewed every single man, and if we find the man is paying a full house bill and still working, the chances are we'll take him off the project, because if he can afford to pay the full house bill, he doesn't need the job. But if he has, by being in the fraternity, gotten himself a board job or some work which he could not otherwise have gotten, we won't take him off. I say you would have to leave it up to the individual case.

Julian: How many institutions prohibit fraternity members absolutely from being on N. Y. A.

.....(Five institutions).....

Julian: How many institutions prohibit "freshman fraternity men from being on N. Y. A.?

.....(Two institutions).....

Tolbert: "Q-6: Very few universities have sufficient dormitory space to accommodate all students. To what extent should an institution go in requiring students to live in approved rooming houses only? What should be the basis for the approval of rooming houses?"

Goodnight: The chairman of the Question Box section in writing me said that the plan consisted this year in asking the person who conducts the discussion to ask questions; so I am prepared to ask some questions.

The matter of housing assumes considerable importance on our campus this particular year, because we had a disastrous fire in a building on the campus last winter in which a former student, who was working in the building and had sleeping quarters there in the basement, lost his life. It raised a tremendous furor in the entire community. The question of housing assumed vital importance. The students got very busy on the matter and formed a housing committee of their own. They took photographers around and took snapshot pictures of rat holes in which students were quartered and made an awful fuss about it. So we in my office got busy, and the regents wanted to know what the situation actually was, and we attempted to survey the situation in Madison as thoroughly as we could. Also we sent a couple of questionnaires to some of you gentlemen here, and most of you were gracious enough to reply.

Michigan and Harvard, I notice, also have difficult problems of housing. But we three are not the only ones at which there are conditions about which students could make some very shocked criticisms if they so desire.

I suppose there are three general theories on which institutions operate. A few, such as Harvard, Princeton, and Yale attempt to house all their undergraduates in college dormitories, but that is not feasible for the great majority of us. In connection with a plan of that kind, I should raise the question: is it desirable to require all students to live in college dormitories, as in Plan One, or should there be exceptions?

A great majority of us belong to a second plan in which an attempt is made to supply one, two, three, or four good dormitories and stabilize, if you please, the market price for room and board in the community by supplying good facilities at a reasonable rate.

Then there is a third plan, when they have no university housing at all but rely entirely upon the community for housing.

In this little survey which we got out, we have charted the results from twenty institutions shown on the two tables below.

As I have said most of us are in this second class. In that situation should the university assume some responsibility for the accommodations that are offered in private homes and other places throughout the city, and, if so, how much? How far away, can, should we go? Shall we go as far as price-fixing? Have we the authority to do that? How about fire hazards? Can we tell the Smiths that they'll have to put a fire escape up because they have students lodging on the third floor?

How about trailers? Are they feasible and desirable? We considered the matter carefully. We had a half a dozen trailers on the campus this winter, which were allowed to go on as an experiment. Several of them had to be moved into houses during cold spells. We figured it would be necessary to provide water and electric connections and sewage and garbage disposal. We judged it would be necessary to spend some money and establish a trailer colony on the campus or prohibit them. There is no middle ground. After considering the question very carefully, we came to the unanimous conclusion that it would result in a very highly undesirable sub-marginal type of residence. So we shall hereafter prohibit trailers.

One thing that may come to our rescue very materially and which is not practiced elsewhere very much is the fact that our city council has before it now an ordinance which I much hope will be adopted. The purpose of this ordinance is to license lodging houses in the city. Any house which rents for compensation of any kind, whether labor or financial returns, and has lodging for two or more persons must obtain from the city a license to operate. The fee is very nominal, being from \$2 to \$5, depending on the number of rooms available. The income from this licensing will be used to pay the salaries of inspectors who will be attached to the city commissioner's office, and they will inspect each house very carefully with regard to fire hazards of any type and kind, and will refuse to license a house as a lodging house unless all the fire hazards are done away with, and unless the code is complied with.

That ordinance will strengthen our control very materially. We shall put on our approved list of lodging houses only those which have a license, and we shall assume that those houses are complying with the fire and the safety codes. I might say that our survey shows that there is very little of that in the other institutions shown. Minnesota and Nebraska have state licensing laws, and Ohio has a city licensing act. None of the other of these twenty institutions has any such laws anywhere, and I think that that is an idea that you might take home and talk to your city council about.

Does student organization help in bringing pressure to bear on lodging

TABLE I

	No. of Men Students	Percent of Home- town Students	Percent in Dormitories	Percent in Fra- ternity Houses	Percent in Special Houses	Percent in Com- mercial Rooming Houses, Private Homes
Univ. of Florida	2983	12	17	20	2	49
De Pauw	713	6	26	60	0	8
Louisiana State		22	50	5	½	22.5
Univ. of Nebraska	3916	31	0	19	0	50
Univ. of Utah	2269	68	0	2	1	29
*Univ. of Illinois	8560	9	0	27	0	61
Univ. of Maryland	1493	48	16	19	0	12
Univ. of Ohio	8000	30	4	15	0	51
Michigan State	3300	12	6	15	0	67
Univ. of Alabama	3600	12	13	30	0	45
**Univ. of Michigan	7503	11	4	17	½	50
Northwestern	2152	53	15	22	0	9
Univ. of Oklahoma	3921	12	0	25	0	63
Univ. of Texas	5743	14	9	6	0	71
Univ. of Pittsburgh	2521	80	0	10	0	10
Univ. of Indiana	3606	12	3	30	0	55
Univ. of Minnesota	9000	60	7	13	0	20
Purdue University	4598	5	6	35	2	53
Chicago	3680	47	15	7	3	28
	73165					
Average	4187	28.6%	10%			
Wisconsin	6884	20	7	19.8%	.5%	39.6%
*2% Apartments				14	4	55

**Unspecified number in apartments (117 units)

TABLE II

University	Annual In- specion Rooming Houses	Minimum Standards for Approved Houses	City Licensing of Rooming Houses	Required Residence in Approved Houses	Are Under- graduates Permitted to Live in Apart- ments	Office in Charge of Men's Housing
Alabama	Yes	No	No	No	Yes	Dean Of Men's Office
Chicago	Yes	Yes	No	No	Yes	Univ. Housing Bureau (Men and Women)
De Pauw	No	Yes	No	Yes	No	Dean of Men's Office
Florida	Yes	Yes	No	No	Yes	Dean of Students
Illinois	Yes	Yes	No	No	No	Dean of Men's Office
Indiana	Yes	Yes	No	No	No	(Assistant Dean in Charge)
Louisiana	No	No	No	No	Yes	Dean of Men's Office
*Maryland	Yes	No	No	No	Yes	Commandant of Cadets
Michigan	Yes	Yes	No	1st year men	By permission of dean only	Dean of Men's Office
Michigan State	Yes	Yes	No	Yes	No	Dean of Students
Minnesota	Yes	No	S.L.L.	No	Yes	(Assistant Dean in Charge)
Nebraska	Yes	Yes	S.L.L.	No	Yes	Univ. Housing Bureau
Northwestern .	Yes	Yes		Yes	No	Dean of Student Affairs
Ohio	Yes	Yes	Yes	No	Yes	(Assistant Dean in Charge)
Oklahoma	Yes	Yes	No	Yes	No	Director of Dormitories and Commons
Pittsburgh	Yes	Yes	No	1st year men	Upper class- men only	Dean of Men's Office
Purdue	Yes	Yes	No	No	No	(Assistant Dean in Charge)
Tennessee	Yes	Yes	No	Yes	No	Dean of Men's Office
Texas	Yes	Yes	No	Yes	By permission of dean only	Dean of Men's Office
Utah	Yes	Yes	No	No	Yes	(Assistant Dean in Charge)
Wisconsin	Yes	Yes	No	No	Yes	Dean of Men's Office

*Dean Williams reports that Maryland is just starting system of rooming house inspection.
S.L.L.—State licensing law.

house keepers to improve conditions? We figure that it does with us. At present we have a pretty live student organization. They are organized under the Men's Union, a dormitory council. The sixteen dormitory houses are represented there. The Interfraternity Council has something like forty fraternity houses represented in it, and any lodging house which has seven or more lodgers may organize itself into a recognized house organization and elect a president, and he is a member ex-officio of the House Presidents' Council. The organization is for social purposes, for intramural athletics, and for politics and has been very active. They passed some resolutions recently and placed them before our regents, and went so far as to place one before our state assembly. They are exercising a good deal of influence.

The recommendations to the regents, I think, are rather interesting. They recommend that the state provide funds for the building and equipment of dormitories for 1,500 more men. Our dormitories accommodate only 500 men now. They recommend that the state also provide the heat and light and water and repairs, so that the rent may be very, very low indeed. Or, as an ordinate to the latter plan, they recommend that the state might operate the dormitories at rates which would cover operating expenses, but it is also to provide scholarships for needy and worthy students, and they favor somewhat the latter plan, in order that those who are really able to pay may not be subsidized. They also recommend the establishment of a fund to provide for the rental of certain residence buildings of a large type to be operated by the university as cheap co-operative houses. And that raises in my mind another query. Is the state obligated not only to provide by taxation for excellent educational facilities at a minimum cost to the individual student, but also to provide very cheap living and board for students during their period of residence at the state university?

I'm going to throw something into the discussion which may prove a contentious question. Are the N. Y. A. and similar relief measures adopted as emergency efforts stimulating a sort of parasitic frame of mind in the student body at large? I think I noticed something of that in the resolutions they placed before the regents. I don't say that as my opinion, but I'm simply raising that as a question.

One other little matter: I notice from a clipping that Northwestern will cooperate with and encourage an inter-racial dormitory next year if there is sufficient demand from the students to make the project financially stable. What about that? Should a state-owned and -operated university—Northwestern is not a state institution—be compelled or should they be obligated to open their dormitories without any distinction or discrimination as to race of any sort or kind?

Tolbert: "Q-9: Should the National Youth Administration Program in colleges be continued? Give reasons for your answer."

Ripley: We must admit that we are facing changing times. We must admit that our problems today are different from those of yesterday. A short time back we faced serious financial, governmental, and state problems, and our government responded nobly to the crisis. Money was provided; from where, I do not know. I have always, however, learned from

my own experience that when I borrowed money I was supposed, and in order to make my credit good, to pay it back. You and I are a part of this government. We are a part of this educational institution that we are trying to advance. I'd like for you to think of that question Dean Goodnight mentioned about rugged individualism.

Pardon the personal statement, but I was born in a log cabin in Indiana. It had a clapboard roof, and snow would drift in through those old oak boards down on the thin covering that I had over me. Oh, those winter nights in Indiana! I wanted to go to college. I do not know why I wanted to go to college. I went; I was not sent. I was not urged to go to college; I was not advised to go. I went because I had a desire to go to college. Today I feel that we are sending students to college; we are encouraging them to go to college; we are holding out all matter and form in the way of inducements to them. We even did this before this emergency hit us and before N. Y. A. was provided. I think that we should give pretty careful consideration to the effect that we are having upon the youth of our country today in this more or less lavish expenditure of money.

I have handled the N. Y. A. in our institution, and I have talked with hundreds and hundreds of students who could not get the N. Y. A., and they wanted to know why they could not get it. You know why they didn't get it. They didn't measure up to the government's requirements of scholastic standing and need.

If we can know where we're going to get the money to carry the N. Y. A. on through these changing and trying times, and if we can be certain that politics will play no part in the distribution of this money, and if we can go out ourselves as institutions and select from the high schools of the state the boys and girls who show that they have the mental capacity to take a college education and show the ability from which we can expect leaders for tomorrow, then I say "Amen" to the N. Y. A. But if, as I fear, it will become more and more under the control of others and less under the control of the institutions, then I am not so certain. I have seen reports that showed without question that the money that was turned over to colleges for N. Y. A. was put to better use, was more carefully administered, than was true in the case of any other organization's expenditure of government funds; and that the results from it were what the government wanted.

If that can be done and we can be certain that we can get this money without a further burdening of our government, without further threat of inflation, then I believe there is a need for this N. Y. A.

Cowley: It so happens that I am one of the three individuals responsible for the N. Y. A. program at Ohio State University. I should like to reply to Dean Ripley's observations about students' being parasites. On a non-signed questionnaire of our 1,500 students on N. Y. A., we asked the questions "Would you like to have N. Y. A. continued in its present form, that is, working for the money you earn? Would you like to have direct subsidization without any work? Would you like to have loans? Or would you like to have scholarships?" Six-tenths of one percent wanted subsidy. Five percent wanted loans. Three percent wanted scholarships, and over

ninety percent wanted money in return for work. I think you will discover that the students are glad to work for what they get, and I, for one, object strenuously to the opinion going abroad that our students in any sense are parasites. They are working for what they get, and if they are not working the responsibility is on the administration of the N. Y. A.

The second thing I'd like to say in relationship to this study that we are doing at Ohio is that it demonstrates that throughout the country there is no political control. Whom we select and what they do is our responsibility. Nobody has anything to say about it. We are in close contact with our state office, and the state office goes out of its way to put the responsibility back on the state institution. There is less government control in N. Y. A. than in any other government project. I think that is a fact with which most men will agree.

Tolbert: Under present conditions, how many of you men would like to see the N. Y. A. continued on your campus under the present governmental regulations?

.....(Almost unanimous).....

Tolbert: How many feel a hesitancy about it?

.....(Six institutions).....

Tolbert: How many would like to see it abandoned?

.....(One institution).....

Tolbert: "Q-11: What is your latest practice and from what plan have you secured the best results in helping fraternities handle financial matters?"

Geddes: The University of Minnesota is no different from many of your own institutions in the weakness of its fraternities and the financial structure thereof. We have always done a great deal of work in advising fraternities. However, prior to the year 1930 it cannot be said that the fraternities there were close together. About that time, with the coming of Dean McCreery and the establishment of a strong Interfraternity Council, that abyss started to disappear. In about 1932, at the height or depth of the depression, fraternities were very conscious of their difficulties. After a discussion with the various members of the alumni and the administration, a rather simple plan was decided upon. It was really built by the undergraduates themselves, with the help and advice of certain alumni and administrative members.

We give it a title: the "Minnesota Plan." This plan attempted to get at what we considered the two cardinal weaknesses of fraternities. Underlying all these weaknesses, we found, was the personnel problem, leadership, and scholarship. They were attacked by the establishment of graduate advisers in the various houses. The second weakness of finances was reached through the establishment of a centralized unit for advice, audit, and counsel on fraternity financial problems.

This plan was made absolutely optional. They could accept both parts of it or only one side of it. I'm not going to discuss the advisory part of it, but I'll tell you something about the financial side.

At the present time we have a number of groups whose treasurers submit regularly to our office their records for audit and for reports to be drawn from these records, which were established by us and are uniform.

We do not in my situation use the national records of the fraternities. We attempt to give them an accurate and up-to-date financial statement of their operations each month. We attempt to assist the officers of those groups in interpreting the trends as shown in their financial statements. We attempt to evolve statistics concerning their operations and the operations of the group. We attempt to show them the lack of development of manpower through inability and failure to pay attention to mortality tables. This whole thing we are trying to develop on a broad personnel basis. We are attempting to develop it as a part of the educational process. Perhaps we could do certain of the work better than the individual treasurer; yet if we do it we rob them of their greatest advantage, in successful accomplishment. They do it for themselves. We sort of trail along and give expert advice.

This service is paid for by the fraternities. It costs them about \$15 a month.

We have very definitely taken the position that we have fraternities, that fraternities are good things and we are going to do all that we possibly can to make them the good things they should be. We definitely take the side of the fraternity. We do not attempt to condemn them for their past ills, but attempt to correct for the future.

Question: How many of them responded to this invitation to participate?

Geddes: In the first year, 1933, we started with two national academic fraternities. At the present time we have a waiting list. We are handling thirteen now. We have insisted that it be optional. We have let it sell itself.

Fisher: How about those who have a bookkeeping system of their own? Have they come in?

Geddes: Yes, we have found that where there is a national organization with a standard system, they are usually happy to give up their own, because, after all, the national systems are usually quite cumbersome.

Fisher: Is there any commercial accounting or auditing concern working on the chapters?

Geddes: There has been a firm in downtown Minneapolis which offered an accounting and business service which cost about \$30 a month. Frankly, if a chapter wishes to partake of that, we urge it, but most of them go the other way.

Ripley: Have you lost any after they started, or is it compulsory after they start?

Geddes: The only agreement we have with them is that they stay with us a full year. We have lost none.

Somerville: Those besides the thirteen, are their accounts audited?

Geddes: No, they are not. We have about sixty groups, including professionals and sororities. That is the field we will eventually cover, I suppose. Some of them have their accounts downtown. Some employ private auditors. However, running through all of them is the great difficulty of lack of continuity.

Goodnight: Do you have a cooperative buying plan?

Geddes: There is one there which has been of definite value. It is not a part of the university at all, but is a separate entity.

Goodnight: How many fraternities are working with that?

Geddes: At the present time, there are about twenty-eight, I believe.

Postle: What do you do with an organization whose financial matters have gone "haywire" and which has no bank account to take care of its debts, and perhaps no leadership within the fraternity which would make it a responsible organization to get out of its own difficulties.

Geddes: I'm glad you asked that question, because it brings out definitely the fact that the so-called Minnesota Plan is not two separate parts. The graduate advisership in the house is of distinct assistance in solving that problem. However, we take the view that if Smith Meat Company has let the boys run up an \$800 meat bill, a very definite part of the responsibility rests on the merchant, and he can't get blood out of a turnip. I might say we take the attitude that the past is past. What we're looking to is the future. We attempt to liquidate those debts either through a budgeting of a certain amount of money into their current budget, paying it off slowly, or maybe we'll go and raise it from the alumni. But underlying it all, the university and our office take the definite viewpoint that we are on the side of the fraternity. We're going to help them; we're not correcting them, nor are we disciplining them.

Somerville: Do you have any definite organization of your fraternity treasurers that meet with your group? If so, is that limited to the thirteen?

Geddes: That is being organized. I have had several meetings where all treasurers were invited.

Lancaster: We will adjourn until the time for the banquet this evening.

ANNUAL BANQUET

April 1, 1937, 6:30 p. m.

The Annual Banquet was held in the English Room of the Texas Union, President Lancaster presiding.

President Lancaster: Friends, we are not only delighted to have all of you here tonight, but we are even more fortunate than we had anticipated. It is my privilege at this time to present to this group His Excellency, Governor James V. Allred, of the State of Texas.

Governor Allred: Mr. Toastmaster, ladies, and gentlemen. I would expect such enthusiastic applause for the Governor of Texas, irrespective of the fears that might be in your hearts that I am going to speak to you a long time. I'm not so sure that you're fortunate at all, as the Dean has been kind enough to say. I give you my word that I insisted a while ago that I shouldn't speak. Dean Moore said, "We just wanted these people here to see you." I assume the reason for that was as stated last year at the Salesmanship Club's Gridiron Banquet in Houston. You know, I succeeded a lady governor. At least she had the title of being governor, as some of you may have heard. I was attending this Gridiron Banquet, and they had a minstrel there and the end men with their wisecracks. Each one of them began bragging on Texas and how it exceeded other states in this respect and that respect, and finally one arose and said, "Mr. Walter, you know, Texas is the most unusual state there is in many respects, but there is one respect in which it is the most unusual state of all the states in the whole world. Texas is the most unusual state in this respect: it's the only state in the world where they elects for governor men, women, and children." I'm afraid they couldn't compliment me so much since I've been in the governor's office and have approached the age when life begins, with the bay window and the double chin. I had quite a different idea when I first went into office, but I went back to my home town, where I hadn't been in some four or five years for any length of time, and Mrs. Allred and I took a little drive. It was a hot summer afternoon, and when we got downtown she wanted some face powder, and we drove up in front of a drugstore, and a young lady waited on us. The bill was thirty-five cents, and I asked her to charge it. She said she didn't know who I was. I said, "You just bring me a check, and I'll make it out," and she said she would have to see about that. Finally, she took the check and went in. Some fellow happened to be standing there by the cigar counter, and she showed it to him. He said, "Why, I'll o. k. that check. That's the governor." Then she came out and said, "Now, I want you to tell me, are you really the governor?" So I finally got my hot check cashed, and, honest, it was hot.

I recovered from that gradually and thought that I was making some progress, until, believe it or not, this very week I received two letters which will readily demonstrate the achievements that I have made thus far. I received one letter from some man who professed to be an engineer, and in which he made six pages of suggestions as to how we might insti-

tute a real safety program here in Texas, and they seemed to be rather intelligent suggestions so far as I could tell. But I wasn't so flattered when I read the salutation. It was addressed to "Hon. Dan Moody, Austin, Texas. Dear Governor Dan." For the benefit of our visitors, I'll state that Dan Moody hasn't been governor in some seven years.

Yesterday a letter arrived complimenting me on the law enforcement drive that I had just instituted as Governor of Texas, but it happened to be addressed to "Hon. Pat M. Neff, Austin, Texas," who was governor thirteen years ago.

I feel sort of an inferiority complex, as I necessarily should, in the presence of such eminent ladies and gentlemen. It is a real joy to meet you here, but I'm not going to do what an average speaker tries to do: tell you something about your business, which you know far more about than I ever could possibly know. I'd like to have a few tips from you though.

You and I don't have a great deal in common. Most of you here who are connected with state institutions have your legislative problems, but they're quite different from mine. You are trying to get money from the legislature and have tremendous difficulty in getting an appropriation out of them. Now, my trouble is that I'm getting appropriations and nothing else. I'm not getting any taxes to raise the money to pay them with.

I hope you'll pardon this spirit of levity. I really need some opportunity to let down, and I don't get that with the legislature in session. They have been with me for three months, and I still have them on my hands for forty more days. We have a 120-day session, and, of course, it is their privilege to adjourn any time before that; however, they get \$10 a day for every day they are in session, and I haven't known of a regular session of the legislature to close before the 120 days expired.

It's a real joy to me, Mr. Toastmaster, to be here with you tonight, and I feel that it is really a good opportunity for me to be privileged to break bread with and meet so many distinguished guests at this meeting. At this belated hour, I want to extend you a welcome to Texas as governor. I'm sure you are enjoying with us the hospitality of Austin. I couldn't pay Austin any finer compliment than to say that we boast the same fine hospitality that you have in the states from whence you come. If you haven't been out, as Dean Lancaster has, to see our beautiful hills, I hope you will avail yourself of the opportunity to do so. We'd like for you to see the hillsides literally covered with bluebonnets.

I have been down here seven years now, and, believe it or not, this is the coldest winter we have had in those seven years. I haven't had to wear an overcoat over half a dozen times any winter but this one. I am really glad that season has passed and we had this lovely day today. I am sure it's going to be more beautiful tomorrow and Saturday.

I understand you have a trip planned over to beautiful, romantic, and historic San Antonio. There isn't a more interesting city in America than San Antonio, and I know it will interest you.

I'm not going to talk any longer. I'm here to get a little information, and I hope before the evening is over I'll get a few suggestions as to just how you would go about the few little problems that I have. I'll make a

trade with you: if you tell me what to do with my problems, I won't attempt to tell you what to do with yours.

President Lancaster: I'm sure I am speaking for this entire group, Governor, when I thank you for honoring us with your presence. I'm glad you felt you could engage in a little levity and felt at home with us. I asked Governor Allred a few minutes ago about his legislature and about how long it met and how much pay it received. He told me \$10 a day and that they met for 120 days. I said, "Well, do they get any pay if they meet longer than that?" He said, "If they meet longer than that, they get \$5 a day." I said, "Have they ever met longer?" He said, "No." I believe this group of deans of men would be glad to serve even at the reduced pay.

The governor said he felt some hesitancy in speaking to this group. I think you all sympathize with me in that I have to speak following the governor and preceding our beloved and distinguished speaker who is to follow. Some years ago there was a custom that the president of this association should make an annual address. That custom was discontinued for a while, but unfortunately for me some insisted that the custom should be revived this year. I had hoped to get out of office before the revival came, but somehow I was caught. So I'm going to make a very brief report, as it were, on the state of the union. I'm going to read you a very brief statement which isn't original in any particular. It embraces the ideas that you have been expressed in these meetings on many occasions.

Arthur Henderson quotes Albert Einstein as follows: "Man seeks to form a simplified view of the world—in order to overcome the world of experience.—He transfers the center of his emotional experience into this picture in order to find a sure heaven of peace, one such as it not offered by in the narrow limits of turbulent personal experience." A dean of men is well acquainted with turbulent personal experiences. With the aid of a sense of humor he must develop a philosophy that will enable him to carry on contentedly and constructively to find a "heaven of peace."

We are probably safe in saying that there is less uniformity in the work of the dean of men in the various institutions than in that of any other staff or faculty member. Nevertheless similar conditions existing in all of the institutions represented here tonight brought about the creation of this position. To a large extent the principles underlying the work as it is carried on are the same everywhere.

From the standpoint of the layman, deans of men are officials charged with responsibility for the discipline of the institution—a college chief of police in disguise! While most of us are responsible for discipline and while all of us are no doubt quite familiar with local police court procedures, fortunately our colleagues realize that we have other functions as well. Actually the right sort of dean of men, by virtue of the fact that he is not attached to one of the traditional academic or professional divisions of the institution, is looked upon frequently as a sort of chairman of the deans whose point of view is unbiased.

Deans of men have complained that each and every college problem

that could not be classified and that no one else wished to handle has been placed on their doorsteps. No doubt this is true. There is a very real danger that this sort of thing may be carried too far, yet the very nature of our profession makes the work general and varied. We are concerned with the development of the student as an individual. Our field is as extensive as the interests and problems of every student. To the extent that we refuse to deal with certain types of problems, to that extent we limit our field and lose our opportunities for service.

Our primary duty is to advise and counsel our students. Some members of our association have asserted in the past that we should be concerned only with the major educational problems of the institution. What are these major educational problems? Surely the problems of the individual student are second to none. Students as a rule do not seek out an official for council and advice (particularly one who may be regarded at first as a disciplinarian) unless there are definite reasons for so doing.

Most of us are charged with responsibility for such matters as social programs, class attendance, dormitory supervision and general housing facilities, use of college buildings, orientation, guidance, placement, student publication, organizations (fraternal and otherwise), contacts with parents, relationships with people of the community, contacting new students and student employment while in college. All of these problems form the basis for our contacts and provide opportunities for counselling. We should be concerned with these problems for they constitute the things with which our students are vitally concerned. We must have adequate assistance, but we must avoid too much specialization in any *one phase* of our work. This has proved disastrous in more than one case.

Some of you recall the remarks of President Futrell of the University of Arkansas who in his address before this association in 1930 pointed out that his institution, at the time of his inauguration, had a rule book containing 99 rules. Each rule began, "Thou Shalt not" and the 99th rule said, "If there is anything that we have failed to prohibit in the foregoing rules thou shalt not do that either." He said that he considered the abolition of the rule book the most important act of his entire administration! (U. of Va.)

Deans of Men must not become slaves to rule books. We are safe if we will adhere to that one rule.

In past years several of our distinguished colleagues, notably Dean Gardner of Akron and Dean Armstrong of Northwestern, have given us the benefit of their experience, gained in doing the days work, by retailing to us some of their conclusions. I am reemphasizing some of these conclusions and adding a few of my own.

The dean-student relationship must be a cooperative one. There must be a personal—not merely a professional—interest in the student. There must be absolute frankness, facts must be laid on the table. Unofficial relationships are the strongest and most lasting.

The student viewpoint may often seem unsound. It is not the part of wisdom however to ignore or make light of his opinion. If he cannot be convinced that he is wrong, perhaps he should be allowed to try out his pet scheme in order to learn its weaknesses. The most trivial interest of

the student must be viewed as important. He can be led by suggestion in most cases. He cannot be driven.

There must never be a promise in advance to withhold punishment in exchange for a confidence. This is fundamental. The student would soon lose all respect for a dean who "purchased" a confidence.

Infinite patience, the ability to be a good listener, a sense of humor are invaluable. "Be oneself" should be the motto of every dean of men.

Subject matter specialization on the part of college faculty members together with ever increasing numbers of students were originally responsible for the creation of the office of dean of men. Years ago when colleges were relatively small, personnel work was done by faculty members. Now we find a tendency for the professor to become so absorbed in his own subject that he feels little responsibility for the student as an individual. While we may owe our jobs to this situation we must guard against having it go too far.

The responsibility for personnel work must be shared by members of our faculties if we are to be fully successful. One of our important tasks then is to keep our colleagues informed about our work and, if possible, in sympathy with what we are attempting to do.

I remember hearing a talk some years ago by the distinguished president of one of the larger universities represented here tonight. His subject dealt with religion in our colleges. He expressed the conviction that student pastors representing the various denominations on his campus—no matter how fine and effective—could never accomplish a great deal until faculty members, because of their interest in individual students, set the right example in their daily living. Similarly I believe that he would agree that no dean of men can accomplish what he would like without the interest and cooperation of the faculty. Perhaps we have attempted too much alone and unaided. We must keep in close touch with other groups and with other individuals.

It is of the utmost importance, too, that college presidents and college trustees be informed about our work. Remember that our work is still relatively new. We cannot expect others to realize its importance unless they know what we are doing.

We have attempted to point out how new conditions brought about the establishment of the office of Dean of Men. We are now faced with the problem of the specialist in the different phases of personnel work. For example we have the psychiatrist, the psychologist, the mental hygienist, the expert in organizations, in housing, in guidance and so on ad infinitum.

The services of each of these specialists can be used to excellent advantage. There is a tendency, however, to put personnel work in the hands of one or more of these specialists. Herein lies the danger. Just as the absorption of the faculty member in his subject was partly responsible for the establishment of the office of dean of men, so the coming of the specialist in personnel work, far from doing away with the need for the dean of men, should make the need all the greater. We need as never before the man whose specialty is the college student in his relation to his entire environment—one who can help this student fit into the college scene and into life itself.

The very nature of our work, because it is general, makes it a hazardous calling (I am not recommending increased insurance premiums for our members). What are we to do if we believe in the tremendous importance of our work? If we believe that, as never before, someone is needed who shall be directly responsible for all personnel work, to whom all personnel workers should go and with whom all academic and professional deans should have close relationships, what should be our procedure?

My own conviction is that we need a Dean of Students to whose office all students can go with any sort of problem. This office through which all problems will clear will avoid duplication of work and will appeal to the student. He had a definite place to go with his problems.

I am convinced that we must keep the administration and the faculty fully informed about our work. I am convinced that we must keep in closer touch with other groups engaged in personnel work. They have much to offer us and we have something to offer them. No one has enjoyed our own meetings these past ten years more than I have. There is no finer group of men in America, but I am persuaded that we have reached a point where we must make more contacts with other organizations if we are to serve best—perhaps if we are to survive.

We have arranged at this meeting to have with us representatives of other organizations whose work is to some extent similar to our own. We must arrange for more frequent meetings with such groups as the National Education Association, the American Personnel Association, the association of American Colleges and the various divisional associations. We should consider the advisability of meeting with them and we should arrange if possible to have representatives of our association as official delegates at as many of these meetings as possible. I would recommend to my successor in office that definite steps be taken to have us represented at such meetings.

We need to tell the public more about the good things we are doing. We must make greater use of our educational journals as well as of publications of a more general nature.

For nearly two decades we have worked for the college youth of America. Much has been accomplished—enough to give us the courage to carry on during the years that lie ahead.

And now I come to a very pleasant duty. Some months ago I wrote a letter to the next speaker and urged him to attend this meeting and to speak to us, and in part here is what he replied: "That was a heart-warming letter you sent me. I appreciate it. Just why incoming presidents of deans and advisers of men feel in custom bound to ask me to talk at their banquets, I do not know. Nor do I know why, when asked, I always accept. I expect, God willing, to go to Austin for this meeting, and if the deans feel they can stand me, I am pretty sure I can stand them." I don't have to introduce—I simply present to you at this time our beloved dean of deans, Stanley Coulter.

Dean Coulter: Mr. Chairman, Your Honor, the Governor, ladies and gentlemen, and fellow-sufferers in the deanly office. I want to thank you in the first place for this generous and apparently spontaneous welcome and the president also for his gracious introduction.

I will admit I am somewhat puzzled tonight at knowing what the

audience is I am to address, I am not at all certain whether I am talking to a series of vestigial forms who are awaiting their final but certain extinction. They have done the best they could with their simple organisms and their simple functions, and their place is apparently being taken by a series of comprehensive types with rather illy coordinated organisms and marvelously illy coordinated functions. I do not know which group this is, but I hope I will hit one or the other or both.

There always have been Deans of Men wherever an institution had gathered about itself a certain number of students, running into the thousands or tens of thousands at some of the older institutions. There always appeared in the faculty a Dean of Men. That Dean of Men was doing deanly work in a magnificent sort of fashion. I imagine he didn't know he was a dean. I imagine that no one else in the faculty, even the rector knew he was a dean. Still he was, because he was one of those men who, even in those very early days, had caught a vision, and that was that a university, however great the battery of buildings, however distinguished its faculty, had at its real center the student; and it was that he should fit the student not for any particular task in life, not for any special job, but for the most magnificent of all adventures, making a life in a changing world, a life "that stood four-square to every wind that blew;" that dean had few weapons with which to work, very few. He had no authority vested in him by the president, none delegated to him by the board of regents or the board of trustees. The only weapon, and the supreme one, was the weapon of his own personality, a personality that rested upon a sure foundation, the foundation of character; the conviction that youth was the future, and that the type of youth universities turned out was, after all, the hallmark of their efficiency in any civilization in which they found themselves.

He regarded the subject that he taught, he regarded all the mechanisms of the university simply as devices leading to that end, that the students who bore the hallmark of that university or of that college should be thinking men, strong men who faced the problems of the day courageously, and not only faced them courageously but faced them with an efficiency that insured victory.

And so that dean worked unhonored perhaps—certainly unsung, and then when some of the darker ages of our education came in, he apparently disappeared, and we came into a university life which was entirely different. I heard someone say today, "You'll have to admit we're living in a changing time." That is hardly true, I think. We are living in a changed time. There are none of us here so young that we do not find much in the times today that is different from the times of our youth, but there did come a time in the educational institutions when there was the need of someone who was the modern counterpart of that old dean, the born dean, the man among the faculty who had the supreme vision which gave real meaning to every educational institution that was ever worthy of the name; that they had to have some modern counterpart of that man, some man that saw that the object of the university was to build men for a changed order of life, and that you had to build a life

that was enduring, that was courageous, that was victorious, and that in order to do that you had to build it upon character.

How these first deans of men came into existence, I have not the slightest idea. I imagine that at some time a college president found the student body growing so rapidly that he did not know how he was going to handle all its problems. At any rate, he did not have very much of a flair for handling people; he could not get next to them. So in order to relieve himself of labors that were either unpleasant or for which he was incompetent, he looked about for someone to do these chores for him. Naturally he would pick out of his faculty a man who was one of those natural deans, who, in some sort of way, had "gotten next" to large bodies of students, whom every student on the campus knew, whom every student on the campus respected because of his personality, because of his character that lay back of the personality, because he simply irradiated in every act and every word his one compelling desire that every student with whom he came in contact should live a finer life, because of his connection with that university. So I imagine that the first deans of men in these later days emerged out of some presidential necessity, and they were appointed in that way. In fact, I know one of the great deans, one of the founders of this conference, who came into existence in just that way. Then it sometimes happens, you know, that the student body does not like a president, and it sometimes happens that the alumni—at least the vocal alumni—feel that a change would be in order in administrative affairs in connection with the university. They are not willing to go to the point of saying the president ought to be changed, but they say he ought to have somebody to deal with the students. I suppose they thought that Jove was so great a person that the student was scared to death when he came into his presence, and so they suggested that instead of trying to deal directly with the student, he should have someone that would take that task off his hands. And so there are some deans of men that were created because of internal and external pressure to have a new hand to undertake the task of leading students in the way they should travel.

They sprang up in various ways and the movement grew, and right here we come to one of the strange paradoxes in our educational system. When I went to college, I had a professor who was a professor of mental and moral philosophy and Hebrew, and taught higher mathematics in the second semester. He asked a new subject be given in the place of higher mathematics; he had taught all he knew. We are speaking of those days when the professorial chair was a sofa, when they taught as many subjects as they could.

Later we came on in our educational system to the point where we began to differentiate, and a man had to be a professor of a single subject; and then we went a little farther, and a man had to be a professor of a part of that subject; and then we came to where he had to be a specialist on a part of that subject; and then we came to where he had to be a specialist in a part of that part, and when you come to a professor of chemistry in the university, you do not know whether he is this kind of a chemist or that kind of chemist. I had one in my depart-

ment called professor of physical chemistry and one called professor of chemical physics, and I do not think even the professors could distinguish the two.

And so we had the situation of dividing and sub-dividing professorial duties, getting people to devote a whole life to a subject and be happy in doing it. We are still getting them of that kind, plenty of them.

Then we turned to the dean of men and said, "Here's such a promising object; here is such a tremendously fine worker. He ought to do a little more." And so the dean of men, who was the man who saw visions and dreamed dreams, who was the man working under a compelling ideal that made him act as he did, that prevented his acting in any other way, began to keep records—acres of them. He began to have to make reports. He began to do personnel work. He began to do vocational guidance. He had to do a little bit about aptitude tests. He had to take on a thousand and one duties and be more or less expert in all of them.

Then they saw he could not do all that, and so they began to multiply our deans and officials of similar sort until you can not throw a rock on any campus without hitting one, and it's a pity, it seems to me, that some have not the force of David to sling rocks into them and get rid of the excess multitude. Whatever these officers are—and I am not saying they are not necessary or not tremendously effective in their way—but I am still wondering whether, after all, there is not the same trouble affecting the dean of men's office as is affecting the university as a whole; extreme mechanization, trying to cast the university work and the university methods into the methods of business. We have seen great businesses grow. We have seen efficiency developed in a marvellous sort of way, and we have thought perhaps that if we could transfer those great business methods into the university, the university would grow and develop efficiency; that the students would become greater students, that they would become finer students, that we would have honor students in the majority rather than in the minority, that we would have fuller-orbed lives developed if we mechanized life.

There are certain values in this life of ours that could not subject themselves to the ordinary measures. You cannot measure things of the spirit and things of the mind in gallons or in pints or in pounds or in dollars, even if you run into the millions. After all, when we come into the educational world and see clearly, we recognize the fact that the things that are unseen are the real things; the things of the mind and the things of the spirit, and we have been a little careful, it seems to me, in these last days to pay tithe of the mint and the anise and the cummin and neglect the weightier matters of the law. It seems to me that we have been a little apt to think that if we increase the mechanical efficiency here and there, bye and bye we would take our place in the front rank of institutions.

I had a man write to me not long ago, and he said, "We have had a very successful year, a very successful year. Already I have placed eighty percent of the graduates in my school, and I am fairly sure that I will have all of them placed that want positions before Commencement Day." That was the measure of his efficiency: that every man got a job. But

did every man know how to live a life? Was every man living a life? Had he had any training or any incentive to that kind of life? That is why deans of men were born. They were born to see the things that are unseen and they have to work, work, knowing that there is no immediacy in their results, knowing that the results they will achieve are not spectacular in the slightest degree, knowing that this mysterious, magnificent thing that we call a human life will not begin to show itself for ten, fifteen, or twenty-five years, perhaps for half a century. But in the end it comes, and he has had something to do with making a life. His work has not been in vain. And so this dean is one who is not compelled by the idea of immediacy. He cannot expect results at once. Some of you men who have been at work as deans of men for only a few years have perhaps not yet begun to reap your harvest, but in due time you will reap your harvest, because from here and there, from all over this country, and even from foreign countries will come letters to you from students into whose lives you have entered and into whose lives you have entered in a helpful way. They will come from the most surprising sources with the most unexpected little statements of something you did or said that changed the whole order of their lives. They come to you. You cannot escape it, because if you have this vision of the magnificence of youth and the splendor of life, you cannot help shedding that light into the lives of students, and in due time those students will recall those little incidents that were turning points in their lives and gave direction to their conduct.

And so when you come to the dean of men, I would define him first as this: a man who saw the things that were unseen, a man who worked ceaselessly, earnestly, with heartaches and disappointments, with vague longings for achievement in the life measure of men with whom he came in contact. Vision a man of that kind, working honestly, working persistently, working very much, as was said of Michael Angelo

The hand that rounded Peter's dome,
And groined the aisles of Christian Rome,
Wrought in a sad sincerity;
Himself from God he could not free.

And, you know, the real dean of men, the born dean of men, is one who works in this sad sincerity because he cannot free himself from the thought that he was sent into the world in some sort of fashion to train men how to live. And if he does that, he will find very soon, not being urged on by this passion for immediacy or by this passion for spectacular results, that he must have a patience that passeth the understanding of the average man in this hectic age in which we live, a patience that is willing to wait, and to wait and hope, and to hope with the feeling that in the end that which he has sown he will reap finally. That is the thing that gives him courage; his faith in youth—his faith in youth and his faith in the fact that youth can be directed, can be guided along lines that will give him a life that in the end will prove to be one of serenity, one of serene certitude, one of cheerful outlooks, one eager for anything the future may have in store.

And then this dean of men in a less serious sort of way is a man that,

in addition to patience, will have a poise that is almost past words. The dean whoever can be startled by anything that a student hurls at him across his desk isn't very much of a dean. I would feel almost that if a student would come in to me and say, "I shot a man," I would probably say, "That's odd. How did you do it;" but I would not have batted an eye. I do not believe that a dean of men who will get excited or get widely disturbed at anything that youth has done is really a dean, because unless he has that poise, and unless he sees broadly and sees beyond the surface into that which lies back of the act, he is not very much of a dean. You and I are trying to make the kind of men that we think we are now or that we hoped we would be by now when we were young, and that is the kind of men the world wants now. It wants men to see life differently, and that is what we want to give to our young men out of our poise. Life is constantly changing. New problems are constantly arising, but it is possible to order our lives in these days in such a way that we may be fit for any emergency which may confront us, that we may be strong enough for any battle we have to fight, and that when we come to sell that which we have to the world, the only coin we will have that is universally current, that has been universally current in all lands and ages, is the currency of character; that indefinable, indescribable, and yet perfectly understood, word, so that when they say a person is of good character we need no further definition—found full of integrities, full of cleanliness, full of purities and high ideals, and full of unselfishness. That is the life that has always made leaders. That is the life that has always made civilizations. It is not by might; it is not by power; but it is by this thing we call the inner spirit. And these universities of ours are to develop, not theologically—you can not teach it by definition; you can not teach it by text books or laboratory methods—but you can teach it by living in the midst of your students that type of life, with that type of thought, with that type of purpose simply shining from your countenance. That is what I think a dean of men in a certain fashion ought to be, and which I think in a certain fashion he really is.

Dean Lancaster made one of the best addresses I have heard at a conference of this kind, in the summation of the work of a dean of men. The clear and concise way in which he put it ought to appeal to each one of us in a marvellous sort of fashion, to make us more effective. I do not care at all if the title of Dean of Men disappears. I sometimes think he would be more effective if he did not have a title. Just as soon as you give him a title, he is something apart from the students. He carries some hidden power or some underhand force, which, bye and bye, will react against the students. But I do not care what they call him or how they divide him or sub-divide him. I do not care how they multiply offices. There will still be that good running through all these places in which young people are gathered together by hundreds and thousands where there are those people who feel in their heart of hearts that they have failed utterly in life unless in some way they have seized upon this magnificent opportunity offered to them of influencing not only the individual life of the students under their hands but of the civilization of the

generations yet to come. I can not feel that a man has any greater work than that.

I sometimes think that a mere intensification among the student body of the thought that they are living in a causal world after all, a world so constituted that in it whatever a man sows, that he shall also reap. You know, youth is the most illogical of all ages. Some way or other they have an idea that they can spend money like princes or spendthrifts and, bye and bye, reap the reward of frugality and economy. They feel that they can live a life that is thoughtless and inattentive to duty, and, bye and bye, reap the reward of scholarship and high character; that they can live a life of impurity and even sin, and, bye and bye, by some lucky stroke reach an eternal realm of blessedness. It is worthwhile for him to know he is living in a causal world, that if he breeds habits of idleness and neglect of duty in his preparation days in college, when he is old, he will surely reap the harvest, and not because of any theology, but because the universe is built in that particular way. And in some way or other, when I have been able in talking with an individual student in a causal way, to shoot into his mind that idea that he is living in a causal world, I feel that I have done more than had I trained him in the use of the most complicated formulas, because that knowledge that you and I live in a world where every cause produces a certain effect inevitably has more constant and varied application than even the bi-nominal theorem or chemical formulas.

You see what I am trying to get at there, that after all the positions we achieve, that after all the wealth that we accumulate, that after all the reputation that we may gain are the things that pass away and are not passed on into other lives to make better civilizations that are fairer and juster and fuller of mercy.

There is where the dean of men comes in. He is the humanizing element in this vast mechanism that has seemed to spring up inevitably under the present order of things that we call our universities and colleges. Why do we teach mathematics? Any professor of mathematics who could get out of a class of a hundred one man who became a great mathematician in after life would feel he had achieved a tremendous success. You can't make a great mathematician out of every student of mathematics, and you cannot make a great life out of every life you may come in contact with, but you make all hundred of those men appreciate something of mathematics, because what you have been trying to teach them there is not mathematics, but you have recognized that that subject is the best tool that a human has ever yet invented for training men to think logically, from point to point, from fact to fact, until they come to an inevitable conclusion. And so that tool has been put in your hands to help build character. And you are in literature, and you know that some of the finest joys of life come because of our instinctive appreciation of all that is good and fine and clean in literature and art and music and all those things that we call the fine arts and belles-lettres and you are teaching it not in order that you may teach authors but in order that you may give to that mind that high art, that high instinctive appreciation of all that is best in life.

And so you run through all these tools that are given you with which to work, and you find that back of them is a hope that through them you shall build up a manhood that is better and stronger than any manhood the world has yet seen. That is the divine order of deans: men with a compelling ideal, men with an ideal so compelling that they are willing to sacrifice time, they are willing to sacrifice bodily comforts in order that they may, at least in part, achieve the aim which they have in view.

I want to say just a word before I close to the younger deans of men. I have been present at eighteen out of nineteen conferences of the deans of men, and in this group I have found some of the dearest and truest and most helpful friendships that have come into my life, men that are striving for fine things of life, men that are struggling to clarify their own thoughts in order that they may see more clearly how to help others to live worthy lives. It has meant much to me, and I hope in turn that I may have meant something to some of you. But it is to these younger deans and to these deans that I have never seen before that I want to say that the deans of men are rapidly disappearing. Yes, the title may. The functions may be divided and sub-divided. But the essential must always be there, and if there was ever a time in the history of this part of the universe when the work of a real dean of men was demanded, it is today. You know, today the noise of our machinery, the shriek of whistles, the clang of bells deafen our ears, and it is pretty hard to hear voices that are telling us of the unseen things that make life; and yet in this same confused age, in this same noisy age, you younger deans have the supreme time in which to work, you have a time in which the world has the greatest need, in which it has a demand for the greatest clearness of vision, for the greatest fearlessness in fighting. If there ever was a time when it was worthwhile for a man to be alive, it is right now. It takes time for men to cut through and live a life of honor in a day such as this, and it takes real men to guide lives. I am welcoming you younger deans into this fellowship of disappointment, of grief, of sorrow at seeing splendid young lives spoiled because of lack of the right help at the right time; into this life where many of your dreams will not come true; and yet into a life that is the most joyous, the fullest of supreme satisfactions, a life in the end of which you can enter. And you who are alive in this age are to be congratulated, for it is going to take men, real men, to do the work of this age.

To be alive in such an age,
With every year a thrilling page
Writ in the world's great wonder book
On which the waiting nations look;
When miracles are everywhere,
And every inch of common air
Throbs a tremendous prophesy
Of greater marvels yet to be.
Give thanks with all your flowing heart!
Crave but to have in it a part,
Give thanks and clasp their heritage
To be alive in such an age.

FRIDAY MORNING SESSION

April 2, 1937

The third session of the conference was called to order at 9:15 a. m. by President Lancaster.

President Lancaster: I'm going to ask Dean Gardner to read several communications he has received.

.....Two communications were read, one from Dean James W. Armstrong, and one from Dean R. H. Rivenberg, of Bucknell University.....

President Lancaster: A number of us have for some years now not only been familiar, through the press and various ways, with the great work that has been done by the Federal Bureau of Investigation, but many of our graduates have gone into that work. I know that we have interviewed in our offices representatives of the Bureau, and I personally am glad to count among my good friends a number of those men.

We have with us this morning as our first speaker the Administrative Assistant in the Bureau, Mr. Harbo, who will speak to us at this time on combatting crime.

Combatting Crime

MR. ROLF T. HARBO
Administrative Assistant
Federal Bureau of Investigation
Washington, D. C.

Mr. Chairman and members of the dean's association. It is my privilege to bring you greetings from the director of the Federal Bureau of Investigation, the Hon. John Edgar Hoover, and I want to assure you that his greetings are brought to you in all seriousness, because of the fact that he recognizes that, as educators, you are seeking to uphold the ideals and traditions of this nation, and that as individuals you represent the hosts of people throughout the United States who are extending their cooperation to law enforcement agencies in a nation-wide war against crime.

Each year, on November 11, the nation observes the anniversary of the signing of the Armistice, which terminated the World War. During the period of approximately eighteen months that our forces participated in that conflict, our armed forces suffered losses amounting to 54,000 persons killed in action and mortally wounded, and in addition approximately 190,000 wounded who recovered from their injuries. During the past eighteen months there have been at least 18,000 murders and killings due to criminal negligence of others in the United States, and in addition there have been more than 70,000 aggravated assaults resulting in wounds to the victims. If you add to those figures the number of robberies, burglaries, and larcenies, you will have a total of more than 2,000,000 serious crimes committed in the United States during the past eighteen months.

Those figures should make it clear that there is in this country a

constant war between the forces of law and order and the persons who have evidenced criminal tendencies, a war of such proportions that all law-abiding citizens will desire to be informed concerning it and to extend their cooperation to those who are in the front line trenches attempting to combat it.

Each year the financial cost of crime runs into the millions of dollars, and in addition to the financial cost, there is the physical suffering and mental anguish of the victim, his close friends, and relatives, which cannot be measured. However, it has been estimated that each year one out of every sixteen homes in the United States is affected by the ravages of crime.

Much attention has been given during the past few years to the problem of youth in crime. It isn't possible to answer the question exactly as to how much crime is committed by youth, because of the comparatively inadequate data available concerning juvenile delinquency, but during the calendar year 1936 the Federal Bureau of Investigation examined 461,589 arrest records, as represented by fingerprint cards received from throughout the United States. More than one-sixth of those represented persons less than twenty-one. Your first reaction to that statement might be that those kids were just picked up on minor charges. Let's see whether or not that was so. There were 743 charged with murder, 3,538 with robbery, 3,012 with assault, 11,599 with burglary, 16,492 with larceny and similar crimes, and 4,472 with auto theft. Those persons numbered more than half of the 80,000 persons less than twenty-one years of age arrested and finger-printed last year. Those figures should indicate that the problem of youth in crime is one of the major phases of the crime problem in the United States.

In addition to the approximately 17% who are less than twenty-one years of age, there were 17% between the ages of twenty-one and twenty-four, making slightly more than 34% less than twenty-five years of age.

Coupled with that fact is, of course, the problem of recidivism. More than 50% of the persons represented by those fingerprint cards already had fingerprint cards on file, indicating that they have previously been entangled with the law. I want to point out here that those figures on the extent of youth in crime and the extent of recidivism are extremely conservative. As to why that is so, I will be glad to discuss that with you at the end of my talk.

It is generally recognized that in attempting to combat crime it is desirable to make an intelligent attempt to stop crime at its source, that is, to undertake prevention work. Police agencies are frequently taking the lead in activities of that sort, and that is a natural step, because of the fact that if crime prevention programs are successful they result in a reduction of the number of offenders to be sought out and apprehended by the police. However, I'd like to suggest that if crime prevention programs are to be successful, it will be only because all organizations which exist for promoting the social welfare of the people join hands and cooperate in a community-wide crime prevention program.

Our times are characterized to a certain extent by a lack of restraint and, in some instances certainly, by a lack of proper discipline in the

homes. It wouldn't be fair to assume that the burden of character-training should be placed upon the schools, because that is a primary function of the home. Nevertheless, I am sure that every professional teacher, every educator, and every administrator in the educational world recognizes the fact that there are many possible opportunities for character-training which are incident to the routine educational processes.

I believe that it ought to be the aim of every teacher and every educator to build into the life of every youth with whom he comes in contact a living code of ethics which will enable him to successfully meet any situation with which he may later come in contact. Crime conditions in the United States indicate, I believe, that we need a moral and spiritual reawakening in this country. There has been altogether too evident in the United States during the past few years the vicious philosophy that anything is all right if you can get away with it. That philosophy must be definitely and finally thrown out of American thinking and American living.

In this connection, I'd like to call your attention briefly to the homicide problem. Each year there have been approximately 12,000 murders and killings due to the criminal negligence of others. The circumstances of those deaths have been such that the persons responsible for them were deserving of punishment. Based upon the best available police statistics, it is estimated that each year police have apprehended and made available for prosecution more than 9,000 persons for those killings. What happened to those 9,000 persons? One-half of them, for some reason or other, were not punished for the crimes which they committed. The other 4,500 were tried, found guilty, and incarcerated. But the average time spent by all of them after being convicted of murder,—and I use that term to cover all degrees of murder and manslaughter,—was less than four and one-half years, and the average time spent in prison by persons who were convicted of murder and sentenced to life imprisonment was less than ten years. Now, I leave with you the question as to whether or not those circumstances do not constitute a powerful stimulus to persons who are on the border line of criminality to attempt to get away with the crime of murder and lesser crimes.

There are those who say that punishment or fear of punishment is not a deterrent to crime, and I don't propose to argue that proposition one way or the other. However, it cannot be denied that persons who are incarcerated cannot at the same time be committing new crimes, except for the unusual situation where they commit one within the prison walls. It can therefore be safely asserted that one of the most effective ways of reducing the amount of crime in the United States is by a vigorous and efficient enforcement of the laws.

Once a crime has been committed it is the function of the police to conduct an investigation, looking to the apprehension of the offender and the presentation of the necessary evidence in a court proceeding against him. During the past three years there have been substantial reductions in certain types of crimes, and if we are to have further substantial reductions, it is necessary that we have efficient police administration in the United States.

One of the greatest drawbacks to efficiency in the administration of police organizations is the domination of such departments by corrupt outside influences. Another drawback is the comparatively short term of office of police administrators. It is important that the Chief of Police, or whatever his title may be, be allowed to enforce the law without fear or favorite, and that there be continuity of administrative policy.

Law enforcement in the United States is a comparatively young profession. The first organized city police department came into existence less than 90 years ago. Standards have changed a great deal during the past 90 years in connection with law enforcement. There has been in the comparatively recent years a rising tide of interest throughout this country in the matter of training of police officers. For a long time the public has recognized the desirability of, and has demanded, high standards of training, character, and personality on the part of those who conduct the prosecution on the part of the judges. However, too little emphasis, too little thought has been given to the training of the police officer; and, after all, there will be no material, as a general proposition, for the court and the prosecutor to work with until the police officer has made the necessary investigation.

Most of you probably are acquainted with the fact that the Federal Bureau of Investigation is engaged in conducting a national police academy, which is open to representatives of local law enforcement agencies throughout the United States. This week will see the wind-up of the fourth session of that academy. They are giving those who attend a three-months' course in all phases of scientific police administration and criminal investigation, the thought being that they then will be in a position to go back to their local agencies and serve there as police instructors, with a resultant raising in a comparatively short period of time of the standards of police training throughout the country.

For a long time such professions as the bar, education, and medicine have had definitely recognized codes of ethics, and a similar code of ethics is being quite definitely formulated for the profession of law enforcement. When Mr. Hoover became director of the Federal Bureau of Investigation in 1924, he set down the rule that all information obtained by special agents of the Bureau should be, and must be, obtained in a strictly ethical and legal manner. Any illegal methods, such as entrapment, duress, or third-degree methods, are distinctly and definitely outlawed, and the rule is that if any one of the agents ever uses such methods he will be dismissed from the service with prejudice, which means that after that he cannot get a position with any other federal government agency.

Perhaps you will be interested in knowing something about how the selection and training of personnel is handled by the Federal Bureau of Investigation. To be eligible for appointment as a special agent, the candidate must be between twenty-five and thirty-five years of age. a graduate of an accredited law school or an expert accountant with two years of business experience. There is, however, a third possibility: even though he doesn't have either of those educational backgrounds, a candidate will be considered for appointment if he has a record of outstanding investiga-

tion or work, and at the present time 17% of our men fall within that third class. When Mr. Hoover became director in 1924, some 16% of our agents had had law training before, and 13% were expert accountants. Today 65% are lawyers and 17% are expert accountants. We need men trained in the law because of the technical character of many of the federal violations over which our organization has jurisdiction, and because we need men who know what type of evidence is admissible in court and what type is necessary to obtain a conviction. We need men who are expert accountants because violations of the National Bankruptcy Act are within our jurisdiction, and, as you men well know, such violations involve the examination of books and records of large financial or commercial organizations.

I'd like to suggest that the validity of those requirements is indicated by the fact that during the past fiscal year convictions were obtained in more than 94% of the cases that went to trial in the federal courts having been investigated by agents of our Bureau.

Assuming that the applicant meets the preliminary requirements and has passed the tests and interviews, his record then is carefully checked with reference to his moral integrity. He must have an unimpeachable character, because his record is checked from the cradle on up to the time of the application. Then the appointee undergoes an intensive training period of three and a half months, and I won't undertake to detail the nature of that training except to say that it covers in a broad scope all of the duties which he will later be called upon to perform. He makes investigations at the scenes of simulated crimes, and then he actually goes out in the field with experienced agents from the Washington division. Thus he can be observed by an experienced agent, and suggestions can be made to improve the quality of his work before he actually goes out on his own.

All of our men, of course, are required to qualify in the use of all types of firearms and to re-qualify periodically. We use a variety of types of firearms, including the Colt Monitor Automatic Rifle, which fires .30 calibre army bullets at the rate of 475 bullets a minute. Also the demolition gun is used for the purpose indicated and can be safely used in rural areas. The same is true of the army rifle. We use the Thompson sub-machine gun, known commonly today as the "tommy-gun," which is the favorite of the gangsters because it can be used so easily. We use the sawed-off shotgun, both the pump action and the repeating type, and the 351 automatic rifle. We use various types of sidearms, tear gas guns, and hand grenades. The men at the present time are required to qualify in the use of all those types of weapons once every three months. More than 90% of our men are experts, and the remainder have qualified as sharpshooters.

I want to take this opportunity to dispel the notion which a few people apparently have obtained during the recent past that the so-call G-men are quick on the trigger. As you perhaps know, during the past three years five of our agents have been killed by criminals, and only nine criminals have been killed by agents of the bureau. Our men are instructed to shoot only in self-defense, but they are taught to shoot and

use weapons with such efficiency that when necessary they can shoot with deadly accuracy. I'm glad to call your attention to the fact that the four notorious criminals who were apprehended between May 1st and May 11th last year, Karpis, Campbell, Mann, and Robinson, all surrendered without attempting to fire a shot, and, of course, that is the frame of mind we like to get them in and keep them in.

During the comparatively recent past, it has become sufficiently easy for criminals to commit crimes and then to quickly leave the scene and go to another jurisdiction, that they have transferred their activities to more important crimes: those of kidnapping and band robbery. The situation became so serious that in 1932 Congress enacted the Lindbergh or Federal Kidnapping Act, and since that time the Bureau has investigated 93 cases of kidnapping and plots to kidnap and has solved 92 of them, resulting in 192 convictions, with the impositions of the following sentences: 38 life, 5 death, 1 indeterminate, and fixed terms aggregating 2,386 years, 11 months, and 6 days.

In 1934 the National Bank Robbery Act was passed, and since then the Bureau has received reports of robberies of 238 national banks and members of the Federal Reserve System. The investigations of those cases have resulted in 151 convictions in federal courts, with the imposition of the following sentences: 3 life, 1 indeterminate, and fixed terms aggregating 3,235 years, 2 months, and 10 days. I am glad to be able to say that as a result there has been a reduction of 50% in the number of bank robberies committed, and there have been reductions in rates for insurance against loss from bank robbery as high as 20% in 35 states.

The success of the Federal Bureau of Investigation in combatting the activities of several major gangs of criminals during recent years has been possible only because of the splendid cooperation accorded it by local law enforcement agencies throughout the United States. It wouldn't be possible for the Bureau to handle more than 22,000 investigations a year with a force of only a little more than 600 agents without the close cooperation and the assistance of local agencies.

One of the best means of effecting cooperation among police is through the establishment of a central identification bureau, and that does exist in Washington in the form of a fingerprint bureau. It was established in its present shape in 1924 by the consolidation of two separately existing bureaus previous to that time, and when we consolidated them, there were only 800,000 prints on file. At the present time there are more than 6,900,000 sets of prints, and they are being received at the rate of more than 4,200 a day. The manner of classification and searching is so efficient that when an expert is handed a new incoming fingerprint card he can tell in less than five minutes whether there is a matching set of prints on file. That may sound like an exaggeration, but I assure you that it's just the result of the application of efficiency principles to the organization and maintenance of that file.

More than 50% of the persons represented by the current arrest cards have fingerprint cards already on file. If a local law enforcement agency knows who committed the crime but don't know where he is, they can write in and request a "Wanted" notice placed against his name, so that

when he is again arrested and fingerprinted and his card sent in by one of the 10,000 agencies throughout the United States and 79 foreign agencies, it will be matched up with the card bearing the "Wanted" notice, and immediately telegraphic notice will go out to the interested agency. Through that medium more than 500 fugitives from local agencies are identified each month.

You might be interested in knowing that in certain sections of the file we use machines in making the searches against incoming cards. In the "all loop" group it isn't possible to subdivide the prints into sufficiently small units so that a manual search can be made expeditiously. So all the fingerprint cards in that section of the file are represented by tabulating cards, each representing one fingerprint card, and the characteristic ring formations of the impressions on the fingerprint card are represented by holes in the tabulating card. Now, then an incoming print falls within that group. The machine is set. 500 cards can be run through in less than a minute, and the machine will automatically reject all but one or two or three, those which might be the same as the incoming one. They are put out and manually compared with the incoming print. Thus the expert can do in five minutes time with the machine what it might take more than an hour to do manually.

One question which is sometimes raised is: does family relationship make for similarity in prints? The answer is no. We have on file prints of quadruplets and of Siamese twins, and the general classification indicates that the sections they are in are not even the same.

Also the question is sometimes raised as to mutilation of prints: has it ever been done successfully? The answer is no, so far as is known to the Federal Bureau of Investigation. It has been tried. John Dillinger spent \$5,000, suffered excruciating pain, and almost died on the operating table, but it was all in vain. His fingerprints taken after death were compared with prints taken before he had the operation, and they still contained more than 300 points of similarity with the previously unscarred prints, and it is agreed among experts that only 12 points of similarity are needed to establish the identity of two single finger impressions. So you can see he didn't give the identification man any difficulty at all.

I might also mention that no two finger impressions have ever been found to be identical, and it has been estimated that the chance of such a thing occurring is 1 in 1,000,000,000,000,000,000,000,000,000,000.

The main file of the fingerprint bureau consists of cards which bear the impressions of all ten fingers. To make a search against that file, it is necessary to have all ten impressions of the fingers of the person whose identity it is desired to establish. Sometimes, however, we have one or less than ten impressions accidentally left at the scene of a crime or hideout by a criminal. Of course, in a majority of cases it is frequently very important to know just who was there and left those prints. In order to make it possible to expeditiously make a search through a fingerprint collection of such latent prints, the bureau established a so-called single fingerprint section, in which there are filed 130,000 individual impressions of the fingers of 13,000 kidnappers, extortionists, bank robbers, burglars, and gangsters, so that then it is in a position to make a search

of a single fingerprint against that file, and many important identifications have resulted since the establishment of that file.

You all remember the Bremmer kidnapping, which occurred in January, 1934, in St. Paul, Minnesota. After the \$200,000 ransom had been paid, the kidnappers drove Mr. Bremmer from the hideout in Bensonville, Illinois, to near Rochester, Minnesota, where he was freed. In route they refueled their automobile with gas from cans which they placed in the automobile before they started. Mr. Bremmer was, of course, interviewed in detail as to all the points which he recollected during the trip while he was a prisoner, and he mentioned the use of those gasoline cans. Not very long thereafter one of those cans was found. One of our agents got it and wrapped it with paper so as not to take chances, and it was sent in to our laboratory in Washington. There it was searched, and a print was brought out, which we searched against the single fingerprint file and which was established as being of the right index finger of Arthur ("Doc") Barker, and that can with a latent impression, which had been carefully covered with a protective substance so as to indefinitely preserve the print, constituted very important and striking evidence in the trial of Doc Barker and others, who were convicted and are serving life sentences on Alcatraz Island.

Similarly, latent fingerprints were very important evidence in the trial of Evelyn Forshetti for harboring John Dillinger. Our men examined the apartment in which it was suspected they had been, and there were found latent prints of both of them. Of course, you appreciate that when this matter is presented to the jury in court, each member of the jury will be furnished with a photographic enlargement of the known conceded prints of an individual, and then a photographic enlargement of prints found at a certain place, and then all the points of similarity are marked by numbers, 1, 2, 3, and so on. Then the expert will, point by point, call the attention to those points of similarity, with the result that in numerous cases jurors, who before they came into the courtroom didn't know anything about fingerprint science, were satisfied that the two sets of finger impressions were identical.

In passing, I'd like to call your attention to the personal identification file, which has no criminal connotation at all. Each year thousands of persons are reported missing, and hundreds of persons are buried in potter's fields as unidentified. Annually the Bureau identifies many persons who previously were unidentified. But in most instances the Bureau can do that only in cases where the person has had a previous criminal record. Now, it doesn't seem to be fair that a criminal in that respect should have an advantage over law-abiding citizens. So a civil identification section has been established where more than 750 prints are being received a day. There are 300,000 on file. Any law-abiding citizen can go to his local law enforcement agency and have his taken. If they don't already have special cards which state "Non-criminal—Personal Identification," they will be furnished them by the Bureau, and then they are not searched against the criminal files. Nor are criminal prints subsequently searched against civil files. They are kept entirely separate. We have been recently reminded of catastrophes where there have been large losses of life,

and then there are the amnesia victims. Under any of those circumstances it is desirable to identify the victims, and it can readily be done in the procedure I have indicated.

The Bureau has recently established a national stolen-property file as another means of cooperation among law enforcement agencies throughout the United States.

I have talked considerably about cooperation. I'd like to call your attention further to the fact that it has been estimated that in the United States there are about 40,000 administratively separate law enforcement units. That is extreme decentralization, and under circumstances where the criminal can so quickly go from one jurisdiction to another, it certainly is important that there be all possible cooperation among those 40,000 separate units. In the stolen-property file, the Bureau invites all local agencies to record descriptive data concerning stolen property which can be described in a definite way, such as by serial number, inscriptions, initials, etc. It is anticipated that when that file is fully used, it will approximate in size and importance the fingerprint bureau. It will be an effective medium for, first of all, returning stolen property to the person from whom it was taken, and, secondly, an important medium by which the evidence necessary to obtain a conviction may be developed.

A somewhat different function is the collection of national police statistics, another sign of increasing high standards among the law enforcement profession. Every business organization today needs records, balance sheets, and profit-and-loss sheets, so that the executive may have the necessary information on which to intelligently base the future policies of the company. Similarly those engaged in law enforcement, in combatting crime, which is sometimes referred to as one of the biggest industries in the country, need information concerning the amount of crime committed this year as compared with last year, the number arrested, the charges placed against them, and the disposition of those charges, together with information concerning the personal characteristics of the persons who are arrested for committing crimes. That is the type of information that is collected, compiled, and published by the Bureau in a publication known as the *Uniform Criminal Reports*, which is distributed to law enforcement agencies and interested individuals.

You might be interested in knowing that only slightly more than 7% of the fingerprint record cards received last year represented women. Whenever I mention that fact to a group which is predominantly women, I always hasten to follow it up with a further explanation, lest they become so conceited that they would not deem it proper to associate with a mere male. I call their attention to the fact that if we were to examine the files for an average group of a hundred males and an average group of a hundred females arrested there would be more females charged with vicious crimes of murder and assault than males, and that generally brings them back to earth.

In 1932 the Bureau established a technical laboratory, where all the techniques of modern science are made available to the criminal investigator. We have men who are making documentary examinations of handwriting and examinations of typewriting. We have specimens of all kinds

of typewriting on file, so that if the investigator gets something that is typewritten, our expert can tell us on what kind of machine it was written, and when they get, say, an extortion note, they can give a definite answer as to what kind of typewriter was used.

The men, of course, work in connection with metallurgy and geology, particularly with reference to analysis of specimens of soil found on the clothing or shoes of a suspect, to tell whether or not that soil is identical in composition with the soil at the scene of the crime. You can see how that would be very helpful in placing the suspect at the scene of the crime, and it is a chance of his developing the acute state of becoming uncomfortable and explaining what he was doing there. By the science of metallurgy, it is possible to bring out numbers which have been obliterated on cars and machine guns and the like. Men are engaged there in microscopic examinations, blood tests, chemical tests. The facilities of the laboratory are available not only to the agents of the Bureau, but also to local law enforcement agencies throughout the United States to the extent of examining physical evidence which they have taken into their custody.

Crime conditions in the United States are certainly such as to cause the average person who gives the matter some careful thought to reach the conclusion that we have altogether too much crime. Consider the fact, if you perchance doubt that statement, that last year there were at least 1,333,000 serious crimes committed in the United States. That is one serious crime in every 25 seconds. Consider also that there were 12,000 murders and manslaughters—1 every 45 minutes. Remember that if the present homicide rate continues in the United States 200,000 persons will commit murder before they die, and 300,000 Americans will be murdered. That isn't a pretty picture, but it's a safe prediction of what will happen based on what has happened in the past. There are those who say that one of the chief causes of the large amount of crime in the United States is the indifference of the general public. I believe that that indifference has in the past been attributable to a considerable degree to the fact that the public has been uninformed. The average citizen has not known how much crime has been committed in his community. I want to emphasize the fact that most crime is local crime. In its major proportions, crime is a local problem, not a problem which covers the entire country. With reference particularly to federal law enforcement agencies, I make that statement. I believe that all law-abiding citizens, and particularly educators, can be of assistance in connection with the crime problem by using their influence to encourage both younger and older persons to live within both the spirit and the letter of the law, by encouraging youth to recognize and accept civic obligations, and to recognize that it would be one of their obligations to cooperate actively with law enforcement agencies; further, by encouraging and assisting activities which are crime preventive in nature, such as Boy Scouts, Girl Scouts, boys clubs, and activities along those lines which provide wholesome outlets for the physical energy of our youth.

I further want to suggest that we can all be of assistance by aiding in

the development of a strong public opinion demanding a vigorous and efficient enforcement of the laws. After all, that is a very essential factor.

I'd like to mention a few publications which some of you may find of interest. One is entitled *Uniform Crime Reports*, to which I have already referred. It is a quarterly publication containing statistics concerning the amount and fluctuation of crime in the United States, and the age, sex, race, and previous criminal history of persons arrested. Another publication is entitled *The Selection and Training of Personnel*, which deals not only with those activities insofar as they have to do with the Bureau personnel, but it also includes information concerning the training courses available to representatives of local law enforcement agencies as offered by the Bureau.

The third is entitled *The Federal Bureau of Investigation*, which explains the organization. The fourth is entitled *Criminal Identification and the Functions of the Identification Division*, which contains information in considerable detail about fingerprint identification, both with reference to criminals and with reference to the civil identification program. Those pamphlets are available without any charge whatsoever to you, and if you desire additional copies they probably will be available. Just address a letter to Director of Federal Bureau of Investigation, Washington, D. C.

In contemplating the problem to crime, it is important to face the fact that no matter how successful law enforcement agencies may be in apprehending criminals, there can be no real and enduring success in re-establishing the majesty of the law in the United States without the cooperation of all upright citizens. Those who are in a position to influence our youth can be particularly helpful, and if our youth is imbued with a deep reverence for the living idea of liberty, of which obedience to duly constituted authority is an essential part, I think there can be no doubt as to the final outcome of our war against crime and lawlessness. Thank you.

President Lancaster: We have a few minutes in which I am sure some of you would like to ask Mr. Harbo some questions.

Ripley: To what do you attribute this terrible epidemic of crime?

Mr. Harbo: The only reliable measure of the amount of crime committed, as generally agreed, is that from all police records of the number of offenses reported to have been committed, and we have only gotten that type of record on a national scale since 1930. The Chiefs of Police Association recognized the need for such records, and they got financial assistance from the Rockefeller Foundation. They got outstanding experts in the field of police administration and criminal statistics to conduct a survey of police administration and the statutes of the forty-eight states, and they devised a uniform method of preparing reports. That bulletin has been issued since January, 1930, but prior to that time you would have to refer to the prison statistics to measure your fluctuation in the amount of crime on a national basis. The fact is apparent that, although you might have an increase in the number of your prison inmates during a year, you might have a reduction in the amount of crime committed in that year, and the exact opposite might be true. So I can't answer your question. I will say that since 1930 the peak was reached in

1933, and that since then we have had some reductions in crimes, particularly robberies and auto thefts. In comparing the 1935 figures with the 1936 figures, we find that we have had a decrease of about 7 or 8% in the commission of major crimes in this country.

Ripley: Has the decrease been in youth or mature persons or both?

Mr. Harbo: The best answer I can give to that is that, first of all, the figures I have been referring to are not figures concerning persons arrested but crimes committed, and those crimes were reduced. But if you broke it down into crimes against persons and crimes against property, you would see that crimes against property have been reduced but crimes against the person have increased from 1935 to 1936. Now, with reference to ages, last year age-group twenty-two was the one represented by the largest number of arrests. We started compiling that information concerning ages of persons arrested in 1932, and from 1932 until June, 1935, nineteen-year-olds were those more frequently arrested than any other single age-group. Age-group nineteen is still running awfully close. It is true that the percent of persons less than twenty-one arrested to the total arrested has been reduced; yet the number of fingerprint cards examined during 1936 increased sufficiently over the number examined in 1935 that the number of records we examined during 1936 for persons under twenty-one was larger than the number that we examined during 1935. That increase in the number of arrests doesn't necessarily mean an increase in the amount of crime committed. I think it merely means that more local law enforcement agencies are sending prints on a larger proportion of persons arrested. I think the best measure is the police records of the known offences, and that shows a consistent downward trend.

Goodnight: The press is roundly criticised in many quarters for its playing up of crime. It attempts to write effective sob stories in the maudlin sympathy that is often displayed for criminals. A great deal of the subversive influence of youth is ascribed to the movies and very especially to the press. On the other hand, the defense of the press is that in publishing the truth and letting the horrible facts be known it is serving a useful purpose. What is the attitude of the Federal Bureau of Investigation on the matter of press notices of crime?

Mr. Harbo: I won't undertake to give its attitude, but I'll give you my personal reactions to the question. We, of course, very much dislike a situation in which a newspaper, when, by some means or other, they receive advance information of a plan on the part of law enforcement officers to apprehend the person sought, gives undue advance publicity to such information, resulting in a notification to the criminal. That is something which is absolutely improper and should not be done. It has occurred upon more than one occasion. I don't think there is any harm, and I think there can be much good resulting from a fair presentation of crime information in newspapers. However, I think it is undesirable to over-emphasize it, and certainly undesirable to over-emphasize the matter from the viewpoint of stressing the difficulties and the sufferings of the persons who are arrested.

Wellington: I'd like to know if you have any suggestions that you can

make to us as to what to do with our campus criminal: the boy who takes candy from the counter, books from the library, and school property.

Mr. Harbo: I think clearly that the emphasis which is being placed in the field of education on individualization of treatment in connection with the educational process is also applicable in the treatment of offenders. I am perfectly willing to concede the fact that there are many persons who, once they start along lines of criminal violations, don't seem to have any inclination to change. That is one of the reasons why I favor so strongly a comprehensive preventive program, because our statistics show such a vast extent of recidivism. I might suggest that there is in the United State Department of Labor a Children's Bureau, which compiles juvenile court statistics, and it is entirely possible that they have some pamphlets containing answers and suggestions along the lines concerning which you inquire.

Turner: I suspect we are missing a point. This whole thing has a closer bearing on the thing we're doing than it seems. We talked yesterday about how a boy comes to college—possibly his parents spared the rod and spoiled the child, and then sent him to college—and he becomes a disciplinary case. We in college find when we get into a disciplinary case that a good many of the faculty are prone to sympathize with the boy. There are a certain number of faculty members who feel we are too hard on him. Then we spare the rod and send him along to become a citizen, and he becomes the type you describe.

Newman: Do you have any statistics as to the number of criminals not having college training?

Mr. Harbo: No, we do not. However, at some time or other, I am sure the Bureau of the Census has made a study of the educational status of persons incarcerated in institutions throughout the country, and from that source information of that sort could be obtained. I think the matter of softness in discipline is one that needs attention. I have always felt that youths, if they are dealt with strictly and fairly, will respect that type of individual who is administering that discipline much more than they would a person who is too easy-going with them.

Miller (U. C. L. A.): Have you any records that would show a connection between these petty thefts and these minor violations that the public and faculty and police of the city want us to regard as boyish pranks or just having a good time?

Mr. Harbo: We haven't attempted to make case-history studies on any large scale. However, if you examine the tables in the *Uniform Crime Reports* bulletin showing the age of the persons arrested, you will notice a trend in the types of crimes committed by the majority of persons in a certain age-group. In the young groups you find a big majority went in for auto theft and larcenies. As the age advances, you will find that they are shifting to more serious crimes of burglary and robbery and carrying concealed weapons, and you don't have to go very far when you find a large increase in the number picked up for homicides. There are those statistics indicating that they begin with the minor violations, perhaps the comparatively trivial violations of taking a car for a joy-ride. Personally, I don't think of it as a trivial violation for a person to take property

amounting to several hundred dollars in value. It has been a breakdown in the rights of somebody else's property. First we get a breakdown in the right of others to live, and then we get a breakdown in the respect of the right of others to own property. That matter of joy-riding is a very vicious thing and does have a very definite relation to the commission of more serious crimes later on. There are some case-studies published—though I don't recall the name of the publication—showing the development of the major criminal from just those minor violations.

President Lancaster: Thank you very much, Mr. Harbo. I am sure we appreciate your address and discussion.

We are going to hear now from a representative of the National Youth Administration, Mr. Richard R. Brown, who will speak to us on the general subject of government aid to colleges. It is a great privilege at this time to present Mr. Brown.

Federal Aid As A Means Toward Democracy In Education

MR. RICHARD R. BROWN

Deputy Executive Director National Youth Administration

Mr. Chairman and fellow-educators, one of whom I am. I want to bring you the sincere regrets of Mr. Williams of his inability to come down here, and to express to you my humbleness in attempting to pinch-hit for him. Yesterday afternoon I dropped into his office and asked him if he had any final word he wanted me to bring to you. He said, "No, just tell them how sorry I am I couldn't make it. It is one of the meetings I had planned to attend because of the warm reception given me at Philadelphia last year."

If there is any common ground upon which all the many interpreters of what we call "the American way" agree, it is that there shall be equality of opportunity for all.

While we may never have unity in defining what we mean by "the American way," as was abundantly shown during the recent campaign, no one will dispute that in any interpretation its essence is to be found in the word democracy. Every tradition, every principle of democracy which has guided the building of our educational system. We have held since the days of Jefferson that there shall be equality of educational opportunity for all. And, in an academic sense, we do have that equality. There are no racial, political, or other arbitrary restrictions as to who shall and who shall not receive an education. No law has ever been passed denying the schools to any group or class. We have even established compulsory school attendance laws in most of our States.

But withall, have we made democracy in education real? Does every boy and girl who wants and should have an education get it—something more, that is, beyond the elementary Three R's?

The answer, of course, is No. While we have made commendable strides in reducing illiteracy and have improved our various educational

techniques, we have fallen short of the goal of bringing adequate education to the masses of our people. More than 3 million boys and girls between 6 and 17 years of age who should be in school are not there. Of some 10 million young people of college age in our total population, less than 2 million are in college. We have built a physical plant for education in this country valued roughly at more than 12 billion dollars—probably the greatest in the world. But we still have not caught up with our splendid objective. In the midst of educational abundance we have thousands of boys and girls literally starving for the things that only education can bring them. For in spite of our homage to the principles of democracy—to “the American way”—education has to be bought and paid for like any other commodity. It is predicated, like taxes, on ability to pay.

This is but one of the many paradoxes in American life we had, until recently, come to accept. And for the most part we accepted it with complacency until the depression brought us sharply to face with its realities. We saw more and more children forced out of school, prevented from entering college, seeking jobs when they should have been seeking knowledge, all because our far-flung facilities for getting an education had a predominantly mercenary flavor. We had democracy in education in name only, for, substantially, it was obtainable only in proportion to the seeker's ability to purchase it.

It has been said of President Roosevelt that even should all his great social and economic reforms fail, he will deserve a special niche in history for having revealed to us the sore spots of our civilization. That is damning with faint praise. In many departments of our national life he has worked constructively to heal these sores, and in this particular field of education, his good works are manifest.

Federal aid to college students began in the winter of 1934 when approximately 65,000 needy young men and women were enabled to continue their college courses through part-time employment on special relief projects. Since the National Youth Administration took over the Student Aid Program in June, 1935, a marked expansion has taken place. Recognition has been granted the needs of students in secondary schools and those pursuing graduate studies. At the peak of operations last year nearly 400,000 sons and daughters of low-income families were receiving necessary help to complete their educations, and this year the number is only a few thousand less. By June 30 of this year our government will have spent more than 50 million dollars helping American boys and girls to get through school; giving meaning and substance to our cherished doctrine of democracy in education. For 90 percent of these young people have no other alternative but to drop out of school or college without such assistance as the National Youth Administration has given them.

It is too little to say that the need for student aid came as a by-product of the depression. It was with us before 1929. It merely needed a national catastrophe to bring its existence into bold relief. For the same reason we cannot say that student aid is no longer necessary because the graphs of material prosperity are coursing upward again. In spite of stock market quotations, orders for steel, and the monthly index of car load-

ings, we can have no true prosperity in this country as long as large numbers of our workers are unemployed.

We have advanced sufficiently today to recognize unemployment as more than an emergency condition. We have been startled to learn that in 1929 there were nearly 2 million workers without jobs. Now today, with the material factors for another era of so-called prosperity already at hand, we discover a stubborn residue of something like 9 million workers whom our booming industrial payrolls can't absorb. In factory after factory we find machines displacing the labor of men, a trend which is increasing as each day passes. The effect is to produce more with less labor; to create more goods but fewer wages with which to purchase them. The average American workman today is producing nearly 40 percent more in a given length of time than he did 15 years ago, yet his buying power, as measured by wages, has advanced less than half that amount.

There can be no question of the existence of a pool of permanently unemployed people in this country during the coming years. Logically we must ask what of youth in such a dilemma? In a period of widespread joblessness, economic necessity curtails his schooling. If he drops out of school and goes to work, he intensifies the condition of unemployment among older family heads. His only alternative, then, is idleness; to loaf away the best years of life in bitterness and despair; to drift into frustrated manhood or womanhood.

Can we have true democracy in education under such a system as that? Is it "the American way" to set these children of the dispossessed in a group apart and deny them the use of our schools and colleges because they haven't the ability to pay? Any permanent program for the unemployed in America must have a program for youth attached to it. That is wisdom of experience and the dictates of common justice.

But a going program of student aid, whether it persists under the National Youth Administration or some other agency of the government, should not stop at merely palliating the effects of unemployment. The rapid tempo of modern life has created a gap between school and job which thousands of youths find it difficult to bridge. Granted that a boy or girl gets through high school or even four years of college, the chances are that a rude awakening greets him when he starts in quest of a job. Engineer story.

Many educators argue reasonably that we should not gear our education down to a service station level; that we should not sacrifice the cultural foundation in favor of each current whim for specialized training.

Be that as it may, general education today, whether of high school or collegiate grade, goes wide of the mark of preparing a youth for the realities of making a living. And that, after all, must become his principal preoccupation in life. To get along he must be able to do some one thing well. He must become a specialist in using a typewriter, in selling bonds, in flying an airplane, or building a house. The young man or woman entering the world of today with no more than a familiarity with great literature or the classic philosophers is poorly equipped to wrest a living from whirring machines and electrical energy.

As the program of the National Youth Administration has developed

in the last two years, it has become increasingly apparent that it is suited to fill this gap. In both its work project and student aid programs, young people have asked for practical training. They want to learn to use tools, to use their heads or their hands in a way that will create a market value for their knowledge. We have found in the experience of our Junior Placement Service that well over 40 percent of the young people who register for employment have no previous work experience of any kind. Many are so poorly prepared that they are even unable to express an intelligent preference for the type of work they want. Their schooling, such as it has been, has imparted no appreciation of the most elemental requirements of getting and holding a job. Naturally, when they do secure work they are ill prepared for its responsibilities.

American young people are as restless today as they have ever been. They are impatient of inaction on the part of their elders when there is so much to be done. Four thousand of them descended on Washington in February to emphasize their desire for the passage of special legislation for young people. Whether or not we are in sympathy with the ends sought by this particular legislation, we cannot ignore the significance of such mass action on the part of youth. It means that youth is tired of waiting for age to adjust the national life to changing conditions and has begun to work on its own initiative to secure the things it thinks it needs.

I foresee as a necessary development the establishment of a means whereby young people forced to gain a living in a highly specialized, technological society are afforded some opportunity to train for that type of life. It may be within or without the school. But regardless of where we put it, it must come and must come soon. There is already much talk of potential shortages of labor in certain skilled trades. The old system of apprenticeships is not adequate to the demands for training today, mainly for the reason that the number of trades in which a two to four year apprenticeship is feasible, are relatively limited. There is need for a shorter, more intensive type of job training than either apprenticeships or the conventional trade schools offer.

We have sensed this demand in the National Youth Administration, particularly in connection with our work projects program. Projects in which the training value is high attract the greatest number and the most enthusiastic young people. They want to be shown a way to make a living, and given the opportunity, they will often pursue it with dramatic consequences. On one project in a sea coast town in Massachusetts a group of boys were put to work with officials of the State fisheries service. Two of these boys became so interested in their work and so proficient that they finally pooled their savings, bought a small boat and went into business for themselves.

In one of our large ports groups of N. Y. A. workers have for the last eight months been revising the immigration records covering a period of the last fifty years. This is essential for foreign born citizens who wish to establish claim to benefits under the Social Security Act. It was work which the immigration service had long wished to accomplish but which they were unable to do because of the limitations of their regular personnel. In the city to which I have reference they were at first skeptical

of turning this important work over to "inexperienced kids," yet as the project progressed these same "kids" developed definite skill in deciphering the faded writing on the old ship manifests. They have shown a keen interest in tracing the ocean passage and subsequent history of immigrant families, in translating the foreign script in which many of these records are preserved. Today, the majority of the new employees the regular employees at this office have been drawn from among the N. Y. A. boys and girls who have gained experience on the project, and dozens of others have succeeded in finding permanent jobs elsewhere solely on the basis of the experience which the project has given them.

There are infinite variations of this type of "success story" in the files of the National Youth Administration, and naturally they are not limited to out-of-school youth. I recall the case of a young man about to graduate from a Southern university in 1935 with a Bachelor of Arts degree. He had no particular objective in view and had majored, I believe, in English and economics. He applied for and received assignment to a student aid project at his university in the winter of that year and was made assistant to one of the faculty members in charge of an educational radio service. This young man had not previously shown more than casual interest in radio, and as a possible profession, it was the farthest thing from his thoughts. Yet he developed into a expert announcer and commentator and walked into a job with a station in a near-by city the day after his graduation in June.

There can be no question that an educated man is best equipped to cope with life. Add to his formal education the facility for doing a job—for earning a living—and you have the ingredients of a successful, contented citizen. In this latter sphere our schools and colleges are deficient. Many hold with President Hutchins of Chicago that, "Technology, as such, has no place in a program of general education," and leave to each individual the responsibility of finally relating himself to the world of work—of bridging, by whatever devices he can lay his hands upon, that yawning gap between school and job.

There is no direction in which the program of student aid can develop more usefully than this; of providing the ingredient of practical work experience to round out an education. And the responsibility for this development lies, fortunately, not with the National Youth Administration nor any branch of the Federal government, but with the schools and colleges themselves. We have decentralized authority in this agency for a good purpose. We have placed the actual running of the program of student aid in your hands in order to escape even the suggestion of Federal control of education. Insofar as financial assistance to students can affect the course of education, that effect is exerted by educators. You, personally, as an official of your own college, select the young men and women whom you think most deserving of help. It is you who determine what sort of work they shall do, how they shall do it, and what they shall receive in wages. We pay the bill.

On whom, then, rests the responsibility for making student aid a successful program? Who has the power to determine whether these young

people shall get some practical and cultural benefit from the work they do?

The responsibility is yours. In your selection of N. Y. A. students you wield the power of absolute veto over the educational destinies of many young people each year. If the standard you use is too heavily weighted on the scholarship side, you deprive many worthy youths of the rights that are theirs under our doctrine of democracy in education.

In the types of projects you set up on your campus lies another key to the success or failure of the program. Impractical, hastily conceived projects of little social or economic value may exert a definitely harmful influence. They instill a disrespect for labor and a warped conception of work discipline. Sound projects, on the other hand, will complement class room instruction, will afford opportunity for the discovery of dormant talents and often will crystallize vague preferences into definite choices of careers.

Supervision is of almost equal importance. The best conceived projects may go astray under casual or inept supervision. No institution should attempt to set up a project for which there is not some skilled person to whom to entrust direction. The best supervision is only half disciplinary. It should also be instructional.

The theme of American public life today is that we must make democracy work. We must demonstrate, for our own salvation as well as that of a world torn with strife and hatred, that democratic principles can endure the stresses of modern civilization. No group of people in our whole society is potentially more skeptical of the staying qualities of democracy than youth. Mark you, please, that I say potentially more skeptical. I have no fear of a youth uprising in this country, nor do I look for communist bogey men behind the trees when several thousand militant young people march on the Nation's capital to lobby for their favored legislation. But youth's role historically has been that of skepticism; skepticism and inquiry. Without it we would have perished long ago from stagnation. It has been youth who has rooted our mores and customs out of stultifying molds and prodded us onward to better things.

To make democracy work in this country we must make our educational structure adapt itself to changing conditions of life. We must make the phrase, democracy in education, more than a meaningless platitude. We must give it substance and vigor. Let us recognize that we will labor under a tremendous handicap of unemployment for years to come, and that we must compensate our youth for the loss of opportunity which that condition entails. We cannot let the financial accidents or economic derelictions of parents blight the future of blameless children by denying them education. We must place the opportunity to go to school beyond the realm of a business transaction—make it truly democratic by making it available to all.

Further, to make it democratic we must make it of the greatest use. We cannot stop with formal education. Specialization is one of the hard realities of our industrial society. Education must train youth for a livelihood, whether that training be obtained within the school or at some

intermediary step leading to a job. If we ignore this fact it is our youth that suffers, and in turn, our national well-being.

I should like to add to that well known axiom, "an intelligent electorate is the best guarantee of liberty," one word to make it read as follows: "An intelligent and contented electorate is the best guarantee of liberty." I think contentment is a necessary adjunct there as recent events in many countries of undoubted intelligence have proved. Let us avoid their mistakes by preparing our youth in advance to cope successfully with this complex civilization we have built for them.

I want to read you a portion of the preface which President Coffman has written in a pamphlet called *Applicants for Federal Aid at Minnesota Colleges*. This is one of the most illuminating studies made of the college aid program, and President Coffman doesn't draw his punches. I desire to read it because I am hoping that you take a chance to discuss some of the points he brings up.

". . . There can be no doubt after reading these pages that the great majority of the students for whom work has been provided profited by their college training; nor can there be any doubt about the loss which society would sustain if emergency measures for the attendance at college had not been provided.

"A description of the plan of administration and statistical tables do not, however, always reveal all of the forces and factors that need to be taken into consideration in understanding and in evaluating a plan. That is true with the National Youth Administration. We do not know what the administrative authorities may have in mind with regard to its future, but we are convinced that the time has come when a careful all-inclusive inventory should be made. No one has initiated a comprehensive study, for example, of the psychological effects of federal work-relief upon its beneficiaries, upon the families from which they came, and upon the public generally. It would be profitable to know what attitudes have been engendered by the continuance of the plan over a three-year period. To those of us who are closely associated with it, attitudes of mind which did not exist three years ago are now beginning to manifest themselves, and some of these attitudes may lead toward class-mindedness.

"Still more important, it would seem that consideration should be given to other alternatives if the student-aid plan is to be continued into the future. Relief, whether it be work-relief or in any other form, is a palliative which provides no permanent solution for the social and human problems which it was devised to alleviate. It is conceivable that we need to do something more fundamental to restore a sense of community responsibility in caring for our youth, and that all of the agencies within a given community should be stimulated to join in providing youth with care and education they deserve and need. Perhaps an overlapping period of schooling and vocational and professional training should be provided for those who wish to go into industry, into government service, into social work, this period extending through the years eighteen, nineteen, and twenty. A co-operative apprenticeship between the employing agencies and the schools within given communities might help to restore and to strengthen the sense of responsibility which youth everywhere needs to develop.

"Possibly new types of schools—schools of a vocational nature, or schools like the *Folkschule* of Denmark—need to be established in favorable localities. Consideration should likewise be given to the English system of providing scholarships for the talented—scholarships to be awarded upon the basis of competition and to be continued during the life of a student provided his work is of a sufficiently high order to justify the continuation.

"Personally, I am of the opinion that it would be far better for the country and for youth, too, to devise plans which will not encourage relief-mindedness nor a sense of dependence upon the government. It would be tragic, in my judgment, for the National Youth Administration to be continued indefinitely without constructive planning in the meantime. On the other hand, I can readily conceive of plans and programs which would meet the needs of youth generally, which would insure a higher education for those who are fully competent to profit by it, and which would preserve and enhance the spirit of self-reliance that responsible citizens in a democratic society should possess.

"My statement must be accepted not as a criticism of what has been done but rather as a plea for intelligent planning for the future. Four more years without such plans might create a situation which would be little short of disastrous."

Do young men who are coming to the age to vote realize that they too are the federal government, that we merely act as your fiscal agents, as you are administrative representatives? President Coffman has sounded a challenge here that I think is significant. We have maintained the philosophy in our own office that the educational features of the National Youth Administration would be operated by, through, and for the educators themselves, that the policies and procedures would be made by you people.

We were happy to have at least three of the gentlemen present today in Washington last summer who sat down and made the revised manual of policies and procedures for student aid. They were a part of some forty, who were invited to come to Washington as the most representative people we could find. We have several consultant committees hard at work on various phases of the program. There is a need for some organization recognized with the necessary integrity by the educators of the country to develop certain of these studies of the effect of the N. Y. A.

I'm not so much concerned about this relief-mindedness. A few miles from here last summer, I stopped to watch about a hundred boys at work, and they were tearing up what had been a dump in a malarial swamp and making it into a very beautiful park. They were digging and chopping out mesquite, and those of you who have tried to chop it out know what a job it is. I stopped to converse with several of the project workers, so that I can keep my ear to the ground. One young fellow there was busily engaged, stripped to the waist, with bronzed muscles rippling under his sweat—the envy of any college coach. I asked him a number of questions, and he kept on working and answering in monosyllables. Then I ventured this question: "Are your folks on relief?" He stood up, mopped the sweat from his brow, looked me right straight in the eye, and said, "No, sir, my folks ain't on relief. My father's working for the WPA."

There has been built a psychology that it is not a relief; it is a job. I think it matters little who gives it to them. To substantiate that, I tell a story of a negro girl's and boy's project in Detroit. They work two-thirds time on the project, and the one-third that they are not working they get together and discuss things of common interest. They create a new type of education. We went into a group that had possibly 40 or 50 young negro girls and boys sitting around a table, and they were discussing with all the enthusiasm and animation that anyone could pos-

sibly want the Social Security Act. They had sought the information for themselves and were reducing it to the common denominator of their own lives. After listening to them about twenty minutes, the leader said, "I want to go on a mental excursion with you. Forget about this social security for awhile. I'd like to have you answer the question: what has the NYA done for you?" I thought they were all going to talk at once. He singled out a little girl and asked her what it had meant to her. She said, "It's made me more independent."

He waited a minute and then said, "I haven't seen you peep for two months, and I notice a remarkable difference. I notice you have some new clothes. I notice a few of you taking better care of yourselves. But that is not the thing that impresses me. It seems to me to be in the way you conduct yourselves." Then he said to the girl, "As for you, two months ago I interviewed you, and we couldn't give you a job, and I interviewed you a week later and still couldn't give you a job. If anyone was independent you were."

She came back with a remark that I think is classic. She said "Yes, I know. Then I was independent with a chip on my shoulder, but now I am independent with a spirit of friendliness." I'm telling you that if we can preserve independence in our youth with a spirit of friendliness, we don't have much to worry about as far as our future is concerned.

You have been very kind, and I hope that you will discuss now any of the phases of this program. Particularly will I be glad for criticism, because, frankly, we get more by way of constructive criticism than we ever get by pats on the back. One thing that I know interests you is the future of the N. Y. A. Of course I cannot answer definitely. We have every indication that it will continue. I trust that it will be on emergency for another year. Our program today is vastly different from what it was a year ago. The emphasis has changed. A year ago we were concerned with the mechanics of getting people to work and with interpreting the program to the colleges. Today we are concerned with what these students are getting. A year ago, when our project first started into operation, between January and June we lost only 13% turn-over every month. Also we are concerned with helping those students who voluntarily or by request have dropped out of school before they have had sufficient training. It is amazing what a little bit of sympathy and what a slight training will do in giving them confidence to walk into a prospective employer and tell him that they have something to sell. We take a lot of pride in the fact that our some 200,000 young people, mainly from relief families, who are out of school now working on projects, are beginning to find at the rate of 10% a month a niche in private industry at anything except exploitation. Now may I have your questions and criticisms.

Thompson (Neb.): I think we are missing a good deal in this program. In certain respects I think it has done a very good job thus far. I approve of it in its general outline and in what it has accomplished. But I am becoming more and more aware of another problem that is being impressed upon me from my contacts with students and with people outside of educational circles. I refer to the fact that in our social security

legislation and in our NYA legislation we are taking care of so small a proportion of our population. Limiting my discussion to the NYA program in our universities, I am becoming more and more confronted with the fact that we are not providing education experience for that great group of students who are the children of "we average citizens." If I should attempt to get relief for my three boys and get them this same educational experience that these others are getting, I would be refused. I think my children have the same right to this educational experience that the children of this marginal group and this group that is temporarily on relief have. I am confronted with the fact that today I can't go into the city of Lincoln and get any of my three boys a job of any kind. Those boys are capable of working. Their ages are from fourteen to twenty. But every time they go into a place and get a job signed up and have to write down who their dad may be, why, they say, "Your dad has a good job over at the university, and there is no reason why you should be employed."

I'd like to ask Mr. Brown the answer to the problem. When we adopt a program in this country of social security, whereby we make 140,000,000 people provide social security for 25,000,000 people and leave out of consideration this 115,000,000 people; and when we go into our educational institutions and provide money to send to school a certain percent of our students and don't give the others the same consideration, we are promoting a spirit of self-defeatism among our students.

Mr. Brown: First, I want to say that I don't believe anybody is more anxious to remove a "means" test or the so-called relief requirements from any of the emergency agencies than are those of us who are working on it. It is entirely predicated upon how much money you have got to spend. Obviously, with between 6,000,000 and 9,000,000 young people out of work, and with a total budget of \$71,000,000 for this year, that wouldn't go very far except reaching the most needy. We are as conscious as you are of the problems that are confronting those who do not fall in that marginal class or below in the actual relief or dependent class.

You are asking what the federal government is going to do about it. I don't know that as an immediate situation we can do anything about, unless it is something along the line of what the American Youth Congress presents. That would take anywhere from \$5,000,000,000 to \$13,000,000,000 if worked to its full end.

I ask you the question: what are you in the colleges going to do about this whole proposition? How long are you going to continue with a well-defined academic program when in those very halls of learning your own young people are clamoring for job experience? What are you going to do about breaking down the traditional type of academic school work to make a place for job experience? Upon your own admission, you say that money is not the thing they are most interested in. It is the job experience. I say to you that the thing that you as educators, from the elementary schools through your colleges, are going to have to do is to work it out. Maybe you'll have to do that through some federal subsidy. I hope not, because I am still one of those who believe that in the main your education is a responsibility of your local community. I also rec-

ognize that there are certain parts of the country that will never be in a position financially to develop educational facilities comparable with even the average throughout the country. It seems to me that the question is not so much what are we, as the federal government, going to do about it, because, after all, we are you. We are the federal government only to the extent that we represent your wishes and your desires. Education is one of our biggest investments, and it was one of the first things that was done away with by the local community. It seems to me that the community is going to have to very shortly again assume the responsibility for education, for guidance, and for part-time training, and for the ultimate placement of all young people under the age of twenty-one.

Coming back to your own specific problem, I'm not so sure, frankly, that I am sympathetic, because I have several situations among my own kinfolks that have hit the same snags that your boys are hitting about getting a job. But they are not having to supplement with their meager \$15 or \$20 a month an income that which for five or six people is down to rockbottom. That probably means less than \$4 or \$5 per member of the family per month. There is something immediate there and something tragic. It's food, it's light, it's clothing, it's shelter. For that reason, we have to look at the relief end of it and go on the broader viewpoint.

No one has recognized the problem more than we have, and we have hundreds of letters come into our office every week from these very young people who do not have job opportunities yet. The community must, through its own resources, begin to develop opportunities for young people to get some training. The colleges are going to have to broaden out to begin to give that training along with their academic work.

Thompson (Neb.): Insofar as education institutions are concerned, I think they recognize that problem and perhaps are meeting it so far as they can in taking care of some of these youngsters by scholarships. But the thing that worries me is that by the very set-up you encourage my children to develop a spirit of defeatism—that the marginal boy has a better chance.

Mr. Brown: I can't agree with you that that marginal boy has such a tremendously more opportunistic future. The very fact that we have 10% leeway on our relief program for those who are severed from the relief rolls and who have still not been able to find employment, and the fact that we haven't used more than about 3½% of that shows that the young people who want that part-time government job aren't as enthusiastic about it as they might be. They don't have the immediate problem that I mentioned. They are out making attempts themselves to get their jobs.

I'll tell you what we are doing for this youngster you are interested in. In 53 cities in the country we have junior placement offices working in conjunction with the state or federal employment office in which there is a junior placement officer with trained personnel. Thus far 65% of those they have served have been above the marginal cases; only 35% come from our own ranks. We are hoping before long to have 100 of these established. We are moving slowly. We are dealing with human beings, and you have a lot of prejudices and a lot of inherent standards to overcome,

because there is an entirely different technique in counseling with a boy about a job from that in facing him across a counter and classifying him than having him hope vainly for a job. That is one phase of the program that we are trying to accomplish. That is one thing that every community might do: your service clubs, your women's clubs, your American Legion, and they are doing it in certain parts of the country. They are banding together, and for a very small contribution they are establishing a placement bureau where people know they can get young people on part-time jobs.

Let me ask you this question: are you willing for your boy, when there is need for and scarcity of jobs, to replace an adult laborer, a family man? That is what it means. Are you willing to let your boy for three months in the summer take a full-time job, which means that a man in charge of a family either starves, continues to stay on relief, or gets no possibilities for earning an income?

Thompson (Neb.): If my boy is better qualified for the job, I'd say yes.

Mr. Brown: There we have a basic difference in opinion.

Moore: I'd like to submit a case that might be in some way similar. We have a very vicious anti-nepotism rule at the U. of Texas. I can't hope for my boy to be appointed as an assistant. However, we have set up an arrangement whereby there are certain assistant positions open to persons otherwise barred by the nepotism rule, with no salary attaching, and there are three such places now being held in the university.

Bursley: I understood Mr. Brown to say in the early part of his paper that out of 10,000,000 young people of college age there were only 2,000,000 in college. Does he wish us to infer from that that he thinks the other 8,000,000 should be in college?

I also understood him to say that if the NYA help was taken away 90% of the students on it would drop out of college. That may be true in every other institution represented here, but it's not true at Michigan, and I think we use just as much care in selection there as is used anywhere. There isn't 50% that would drop out of college. We don't require them to say they would drop out of college. We do ask them to say that they have to have that money to stay in college and live decently.

Mr. Brown: The statement was not made that 90% would drop out but would be handicapped. We know definitely that 90% would not drop out. We have not said that a student, in order to get NYA aid, must be in such a position that the NYA aid would represent the difference between his staying in school and dropping out. We have broadened that out so that it means specifically the difference between his staying in school decently and his staying in school at a physical, mental, or moral hazard. Frankly, I would be the last one to want the 8,000,000 to go to college. On the other hand, I would say that there are a lot of colleges that ought not to be in existence. One of your biggest problems is to first answer the question that I have asked all these college students and that I ask you: why are they in school? And if you have got a good reason why they should be in school, then your selection should be of those who would get the most out of it. We have a lot of schools participating in the program today that, frankly, ought not to be in it. There are a lot of them

that are recognized by the state commissioner of education and the state superintendent of public instruction as collegiate in nature, but from an standpoint of effective education they haven't any business being there. I think there are certain of our larger institutions with such a terrific charge for tuition that all a youth could make from NYA would be pin money. I question whether or not we ought to be giving them aid. There are certain other institutions that are definitely propagandizing in their very nature. Have they any business with federal funds; are we just increasing a canker sore?

But who is going to set up the categorical division? Who is going to say, "You fall in Class A, you fall in Class B, and you fall in Class C; and Class A gets so much, Class B gets so much, and Class C doesn't get any money." If you people as educators can find a means of cleaning house to eliminate those institutions or those schools that are now participating because of our legal limitations to non-profit-making schools, with tax exemptions on their physical property, and recognized as collegiate in nature, we would be only too glad to have somebody work out that system, because, after all, it is your program.

Bursley: I should like to see the money which is given to these universities used by the universities for any student who wanted to apply for help without making him say he is on relief, and let those people who are best qualified to do the work have a chance.

Mr. Brown: You would have no "means" test at all?

Bursley: No, I would have no "means" test. I realize that your reply to that would be that it would take a tremendous amount of money to take care of everybody or else you would keep from work certain students or individuals that the government wishes to help. I'll agree to both those points. But I think it would be better for the young people themselves, because I feel very frankly that as it now is we are making these young people in many instances perjure themselves in spirit if not in fact, and I don't believe that is a good plan.

Mr. Brown: You have the responsibility for selection as it is now, and I would venture to say that there aren't any two schools who have very much similarity on the basis of selection.

Zumbrunnen: I want to ask about the matter of supervision of the employment of these students whom you select for the NYA. The entire burden of the supervision of these students rests upon the institution that receives the appropriation. I don't know how many institutions are in a position of mine, but there aren't sufficient funds available at my institution to make possible the sort of supervision necessary to accomplish the objective of training students for the future life work. Has the Federal administration ever considered that a small sum or certain percent of this same fund should be set aside for the supervision of these employees?

Mr. Brown: I'll answer that with two statements. I recall very vividly that this group of educators there in Washington last summer made a negative decision to that. In the first place, there would be no way under federal procedure whereby a grant could be made to the institution itself, at least under our structure. The way we are set up, if we were to provide personnel for the supervision of the work projects,—it is perfectly

possible that we can,—they would be federal employees. Are you willing for the federal government to come in and supervise and designate the type of work which is to be done? I think that would be wrong. If it were possible, which it is not because of legal opinions handed to us, to simply give you a blanket amount of money to spend, that might be done.

The other reason I give you is that under this whole program the college and the high school moneys and aid are the only phase of any emergency program where there is not an absolute demand for a co-sponsor's contribution. Under normal circumstances all money spent through the emergency set-up demands something on the other side of the ledger from the co-sponsor. You as college people are the co-sponsors.

You have in your budget provisions for music and art and dramatics, even for football coaches and athletic directors, business managers, and so on. If it isn't worth it to the institution to provide the supervision, you ought to cancel the student aid. Nobody will force you to take it. In addition to that, if, in your program of college aid, the projects on your campus aren't of sufficient educational integrity to offer to the youth participating, and if they don't measure up to the quality of his music or art or academic work, or his gym for example, I still say you have no business accepting the money.

I know the NYA was developed without very much announcement, but by and large most of you have done a fine job in administering it. When I look over the campuses, as I have in the last twelve months, comparing them with the situation twelve months prior to that time, I'm not worried about the integrity of most of the work projects.

Fisher: I want to know whether it's possible for the institution to be told that a certain amount of money will be allotted to it for a year, the institution giving an accounting of it, and so that it may have this money to use for its students during the year instead of the usual monthly or quarterly allotment method which was supposed to be set up.

Mr. Brown: Frankly, this suggestion of the three-months unit was proposed and worked out by the group of educators in Washington last summer. We anticipated and had every reason to feel that we would get our money in a lump sum, in which case we could have very easily carried on this suggested quarterly procedure.

Two or three factors developed to change that. In the first place, we get our money not in any lump sum or not for three months. Fortunately, I was able to get \$13,000,000, which will carry the program completely through the fiscal year. Prior to that time we got our money in dribbles. Sometimes we got it too late that the state directors didn't even have enough to meet the payroll and had to invoke Treasury Regulation 47, which allows us to go ahead and pay on anticipated income. If we had received it in a lump sum, as we had planned, that difficulty would not have obtained, and you would have the opportunity to use any accumulated balance at the end of the first and second three-months periods.

Another factor came into the picture. After hurried trips to the drought areas we found we would need about \$4,500,000 additional to the regular budget. In submitting our recommendation to the Bureau of the Budget, It was agreed that we should allocate that additional amount for drought

aid, which we did. You recognize that our money comes in from the general WPA emergency pool. Because of the unprecedented drought conditions, the expenditures were beyond what were expected, and the revenues and receipts were a little less than they had anticipated up to January 1. For that reason, we found ourselves in the position of being about \$4,500,000 out of pocket, and thus far that money hasn't come in, but we have been able to salvage enough in order that the regular program could carry on. I trust very much that next year we get it in one lump sum or go back to the monthly amount, allowing you to have what is your assigned quota at the end of any one month, and that we'll not have to require any fund to be returned; but with the financial conditions such as they were it was absolutely necessary that we recall those funds that had not been used. We regret it and I hope that next year it may be ironed out so that you may get what we promise you in the beginning.

Jones (Iowa): Can we know how much we are going to get next year by June 1st?

Mr. Brown: I wish I could answer that because it would help the administering of my own program very much. As you know, we officially go out of business on the 27th of June. That means that our books and everything have to be cleared up by then, unless in the interim the Congress has decided that this has been a good venture and decides to carry it on. I don't anticipate that you are going to know by June 1st.

Moore: The National Youth Administration is not the output of Mr. R. R. Brown, nor of Dean Lancaster, nor of T. J. Thompson, nor any of us. I'm not at all sure that any of us are convinced that it ought to go on for any length of time. To me it has always been a relief measure. It was needed in time of stress. If it were to be continued forever, I should say that every boy, no matter what his financial situation was, ought to have some chance to participate in it; but as a relief measure, only those boys whose fathers are willing to say, "I'm putting my boy on relief; I can't finance him in college," have a right to ask for consideration. We are also faced with the embarrassment of being unable to answer questions of students as to the future, and I can see the embarrassment of a man in Mr. Brown's position.

The Federal NYA Administrators are not in the position of being able to answer concerning the future. I am perfectly certain that the best indication is the attitude of Congress. It is like any other legislative body; it's going to try to please the people back home, and if this Congress doesn't vote by about a 75% majority for the continuation of the NYA, I miss my guess. There is no question whatever about the friendly attitude of the President; he is going to continue this thing if Congress puts the money in his hands. Our glory has been that we haven't stuck out our paws asking for additional money.

We had a committee of nine college presidents to meet here recently to determine what their criticisms and suggestions as to the NYA program were. Each member of that group except one poor chap, who couldn't possibly raise the money in his budget, deliberately refused to accept traveling expenses to this meeting, because it was their unanimous

feeling, including this one, that the colleges were not willing to accept directly any aid on their part.

As dean of men, I have put in a great many hours and days and weeks, and I have laid awake nights over this NYA job, helping boys and girls, selecting from among a large number of applications those who were to be placed, working out proper assignments, endeavoring to keep up so that we could use every dime of that balance and not have any left unspent.

I was ruined, as were all of you who are in semester institutions, by that second three-months period. You can't guess what your payroll is going to be for December with the Christmas holidays coming in there. You can't guess what your payroll is going to be for January with your examinations taking a lot of the boys out of their activities in order to do the principal thing for which they presumably are enrolled, and in February you can't foretell just what your loss is going to be and what your new pick-up will be.

So our carry-over from the second three months was about \$2,500. The carry-over from the first three months was \$17.20. I was ashamed when I realized that I had failed to spend \$2,500.

In the main, the NYA has proven a God-send here. We have been able to do things we couldn't have dreamed of attempting without this help.

Personally, I don't believe that it's a function of the institution to provide tuition. I sympathize with a boy who has had to live from hand to mouth. I do not sympathize with him, however, to the extent of feeling that he ought to be subsidized in his college career. If we have money to provide such help for students, then let's deduct it from the tuition rate to be paid.

Mr. Brown: I'd like to make just one comment with regard to this question of the NYA being a relief measure. I'll go along with the dean in saying that it's a relief measure, providing he'll be broad enough in his ideas of relief and think that it doesn't mean an absolute "means" test. You men are students of education, and you recognize the turmoil there was in the transition of getting the idea and philosophy of public education across to the taxpayer. The school men back there in those early days said to the man with means, "Not only is it your responsibility to educate your own children if you have sufficient funds, but further it is your responsibility to educate your neighbor's children." That has become accepted pretty well now and, by and large, has become an integral part of our whole structure.

I wonder if you recognize the tremendous jump ahead that this emergency program of ours has made in the philosophy of education. Not only do we say to the man of means today, "It is your responsibility to continue to send your offspring to school if you have money enough to do it. It is further your responsibility to continue providing adequate physical facilities and personnel to teach your neighbor's child." But we also say to this same man now, "It is also your responsibility to assist your neighbor's child with subsistence in order that he can openly compete with your own offspring for a chance in a limited career, in a limited future."

I am not so sure that the electorate has really obtained that clear

picture in all of its ramifications. When they do, the NYA won't have to answer whether or not this thing is justifiable, but the people who are going to have to answer that question are you people, the educators. It won't be a defense of the NYA's continuance even on an emergency measure; it's going to be a defense of your whole school structure. I think one of the most significant challenges that educators have on their doorsteps today is in the absolute justification of why we have these schools at their tremendous cost, and it's going to be brought about whether we want it or not when the electorate begins to realize that they are continuing to pay for their own offspring and in addition continuing to provide subsistence for the indigent youth. I'm not giving this out to you as a government man but as a fellow-educator on leave.

Sommerville: I am wondering if there is some correlation in regard to the labor market and the NYA. In Europe they increase compulsory military service in order to cope with existing labor conditions. Does that enter into the discussion of the NYA? We all know that when students are in college for four years they are not in the labor market.

Mr. Brown: Very definitely one of the by-products of the NYA is that we have had almost three-quarters of a million young people off the labor market in school or work projects, and that definitely affects your adult labor market.

FRIDAY AFTERNOON SESSION

April 2, 1937

The fourth session of the Conference was called to order at 2:00 p. m. by President Lancaster.

President Lancaster: Our first talk this afternoon will be delivered by a man who has made a great record as Registrar at The University of Texas and who has been president of the Registrars' Association. I know that he has much of interest to tell us. It is a privilege to present at this time Dr. Edward Jackson Mathews.

The Registrar and the Dean of Men

DR. EDWARD JACKSON MATHEWS, Registrar

The University of Texas

Mr. President and Gentlemen of the Conference:

Even at this late hour I have pleasure in adding a word of welcome to those already spoken. We are honored in having you meet on the University of Texas campus. Personally, I appreciate the opportunity of discussing with you the problems of Registrars and Deans of Men, and I am glad to have occasion to meet you as individuals. I have not had the privilege of knowing many Deans of Men, but from association with my colleagues here, Mr. Hubbard, Mr. Moore, and Mr. Nowotny, I have placed all of you on a high plane. Furthermore, I was made to feel that Registrars and Deans of Men have at least something in common when I read the other day in your 1936 Proceedings the following statement made by your President Alderman: "I suppose no question probably has been discussed so often in connection with these meetings as the function and the qualities of the Dean of Men, and the preparation of a Dean of Men." With reference to the Registrar all of the topics, especially that of functions, have been presented on the programs of the American Association of Collegiate Registrars from its beginning in 1910. Possibly you would be interested in hearing a little about some of the things Registrars do.

Functions of Registrars. If there is such a thing as an orthodox Registrar, his regularity is not determined by the conformity of his repertoire of duties to a pattern, for I am perfectly sure that whatever activity you might name I could find, somewhere in the United States, a Registrar zealously performing that kind of work. This very fact, of course, accounts for the wide diversity of the topics discussed at Registrars' meetings, state and national. If you were to examine carefully the proceedings of the A. A. C. R. you could doubtless find on some one or more of our programs almost any subject that might be thought of.

Let us take a look also at early developments in the University of Texas. Each other institution dating back into the nineteenth century has doubtless a similar history.

The University of Texas. The University was opened in 1883. A Chairman of the Faculty served in lieu of a president, and the next most important officer was the Proctor. Concerning the duties of this official the 1884-85 Catalogue says:

"The Proctor is the officer appointed, under bond, to receive all fees and other sums due from students, and to pay local expenditures, under regulations of the Regents. He is directed to keep a list of boarding houses for students, with their prices, and to aid and direct students, in selecting suitable homes. He is *ex-officio* Secretary of the Faculty and Librarian of the University Library (with an assistant librarian). He has supervision of the buildings and all the possessions of the University upon its campus. He is charged with their preservation, police, and the maintenance of all enclosures and out-buildings; and under advisement of the Executive Committee of the Regents, shall superintend the execution of all the improvements of the campus, planting of trees, and erection of buildings."

Also, 1895-96 Catalogue:

"At the close of each month a report is sent by the Secretary of the Faculty to the parent or guardian of each student, giving a statement of absences from exercises, and of proficiency in studies.

"For a copy of the Catalogue, and general information, address the Proctor."

The Proctor, then, was Librarian, Secretary of the Faculty, Superintendent of buildings and grounds, Registrar, Bursar, and Dean of Students. As the institution grew these duties had to be divided up and new positions created. A Registrar was appointed in 1897 and a Dean of Men came into being on January 1, 1924, with the title of Lecturer in English and Dean of Students. Queerly enough, the records carry no statement of duties to be performed by the new Registrar. The inferences, however, are that he kept the academic record of students, handled preliminary correspondence with prospective students, and assisted with registration.

Almost from the beginning the A. A. C. R. has been working to discover and to develop functional relationships. At the first meeting I attended, at Chicago in 1912, Mr. C. M. McConn, Registrar of the University of Illinois, now Dean at Lehigh University, presented a paper on "The Organization of Administrative Routine in Twelve American Universities." At our annual meeting in 1920 Mr. McConn again read a paper in which he gave comparative figures as between 1909-10 and 1919-20 on five points, one of them being the functions assigned Registrars. He said in his report: "A comparison of these two tables of occurrences seems to me to show an interesting and on the whole an encouraging development of the Registrar's offices in these twenty-one institutions during the last decade. In the first place, you will note that in 1909-10 *there was no single function that was performed by the Registrar in all twenty-one schools*; in 1919-20 there are at least three functions which are assigned to this office in every one of the institutions ... Obviously, therefore, we are making progress, slow but appreciable, towards something like a uniform conception of the Registrar's office." The three common functions referred to were the preparation of registration forms, the keeping of the official record of grades, and the making of enrollment statistics.

In 1935 Mr. J. G. Quick, Registrar of the University of Pittsburgh, made a very exhaustive analysis of the duties of the collegiate registrar as they

were performed in institutions of varying types and sizes. He sent out 667 inquiries, of which number 604 were answered in time to be included in the study. One question called upon each Registrar to rank his duties on the basis of their importance. The returns gave recording the highest vote with admissions, registration, and personnel following in the order named. Queerly enough, every Registrar is not a recorder of academic achievement. Of the 504 replying to Mr. Quick's question 13 answered in the negative.

Registrars and Deans. Through the years at some institutions the duties of registrars and academic deans have seemed to overlap and to call for a little clarification. In 1934 Mr. Ezra L. Gillis, Registrar of the University of Kentucky, gathered information from 323 institutions on the distribution of duties between the dean and the registrar. He inquired not only as to the actual practice at each place, but he also asked both the dean and the registrar what they thought *should* be the allocation. As to the latter he received, of course, some wide differences of opinion. For example, Gillis quotes one dean as asserting, "It is also true that while the statistical analysis of data should be made primarily by the Registrar, the application of these data to the broader purposes of the college or university should be made by the Dean." This ambitious dean, though, has a counterpart in a registrar who replied, "In an institution the size of ours, we see little need for a dean." Mr. Gillis reported, however, that in institutions enrolling 1,000 or more students he found substantial agreement of both deans and registrars that the following duties should be performed by the Registrar:

1. Academic records and transcripts.
2. Registration procedure.
3. Admission.
4. Correspondence with prospective students.
5. Statistical analysis of data in Registrar's office.

Fortunately, in the University of Texas the Registrar has never had an argument with any dean or dean of men or other official as to who should perform a particular duty. I suppose it must be true in every growing institution that every officer has more than he can attend to without coveting any function performed by a colleague.

Functions of Deans of Men Also Varied. In a very brief way I have sought to acquaint you with developments and trends in the work of collegiate registrars. In the briefer span of your existence I understand that you have had very similar experiences. In the minutes of your 1932 meeting at Los Angeles I find recorded a report on a very comprehensive study of functions, as well as of personal data concerning deans and advisers of men. You are, of course, familiar with that report, and I shall not take your time here to repeat its findings. Some of the most popular functions are expressed in very general terms, and I'm not sure I know just what they mean. Like Registrars, some of you are doing most everything. In fact, one or more of you go the Registrar one better, in that you select the faculty and conduct faculty meetings.

Why Distributions Differ. There are a number of explanations of the varied set-ups we find in different institutions. One of them is size. A

small institution needs fewer officers, and they, of course, cover a broad field. As it grows more help is needed, new offices are created, and the territory for each is narrowed. Then tradition has its effect. Institutions got started different, and many continue different. Doing one thing in a particular way affects decisions as to the way other things shall be handled and who shall handle them. Furthermore, some types of institutions call for individual treatment. Personal qualifications and the philosophy of life of the man have also been a considerable factor. When new tasks arose they were assigned to this office or that upon the basis of the fitness of the occupant, rather than upon the basis of logical relationships.

Why Seek to Bring about Uniformity. Is there good reason for Registrars or Deans of Men or any other group of college officials to try to bring about similarity in the work performed by that group over the country? What are the advantages? To the group concerned the development of a profession is easier, a feeling of common interest more readily follows, and there is possible much more mutual help in personal conversations, group meeting, etc., if all perform largely the same sort of work. To the institutions we serve, which, after all, is the foremost consideration, there is a contribution if through our efforts and discussions we can work out a more logical effective, and easy-working organization or administrative set-up.

THE STUDENT AS A UNIT

So far we have been discussing offices and officers. I hasten to say that they are relatively unimportant, for the fundamental consideration is the student—and I mean all of the student. For a long time institutions of higher education were guilty of making several erroneous assumptions. 1. Many of us thought when we admitted a student we accepted only his mental nature. Wrong; we got the whole student, and with him his past, present and future. 2. We believed that if students had passed in a specified list of high school subjects they were prepared for college. Wrong again; quality and character are more important than subject patterns. 3. We have been influenced too much by those members of our faculties who thought in terms of advanced students and overlooked the fact that the children who graduate from high school in the spring do not mature very much during the summer, and that when they enter college in the fall they are still children, and are in need of at least some oversight and counseling. 4. Queerly enough, we had the notion, in some degree, or at least we acted as if we did, that all students were alike, with the same qualities, aptitudes, and interests. Of course we have now learned that that is not true.

The World War, horrible as it was, taught some valuable lessons. In the first chapter of their book entitled "Personal Management," Scott and Clothier point out that

"In 1914 England found itself overnight compelled to send hundreds of thousands of men across the Channel to help hold the Germans back. Lord Kitchener's volunteer plan was then in effect. As is always true in the case of an emergency of that kind, the best men responded, and the best men, inevitably, are the trained men. So scores upon scores of thou-

sands of skilled men went to France—to their death. And England lost them, and their skill with them. Later the selective draft was instituted and men were chosen for the technical and non-technical places in the army according to their qualifications, but the valued skill of those first volunteers was never retrieved and later in the war, England needed it badly.”

Later the United States, upon entering the War, also adopted the selective draft plan. It had been recognized that all adult males are not alike, and devices were set up for discovering the differences and for classifying men accordingly. College men helped to do these things.

After the War many of the colleges and universities, as all of you will recall, found their entrance vestibules crowded. Some of them could not take care of all who wanted to enter. What did they do? They promptly recognized the principle of individual differences and introduced, along with other instruments, the psychological tests of World War days. Since that time developments have been rapid, as you know.

Now that we recognize that it is a complex entity that we accept every time we admit a student what are we doing about it? What can we do? In the home, especially in the well ordered ones that still survive, these principles of unity, complexity, individual differences, etc., are recognized and the entire child, in the light of these facts, more or less, is dealt with by the same individuals namely, the parents. It has been said that the college is *in loco parentis*. Can the college meet the situation in this same simple manner? Clearly that would be the most effective plan. But it is not possible, especially in the large institutions. In the November last *Junior College Journal* Mr. Gable Lewis, Dean of Men at John Tarleton Agricultural College, Stephenville, Texas, describes what he terms their “dual organization.” They have a registrar who is also dean of students, an assistant registrar who is also dean of men, and another assistant registrar who is also dean of women. Clearly John Tarleton has, for such an institution, a compact, and, I am sure, an efficient organization.

Just What Is The Job. In these recent years, as I have said, there is a growing tendency to consider each student as an individual. This idea is advocated by Dr. J. E. Walters in his recent book, “Individualizing Education.” He says the adoption of the personnel point of view with reference to students is greatly responsible for the furtherance of this tendency. He quotes President Walter Dill Scott of Northwestern University in defining the “personnel point of view” as “The systematic consideration of the individual, for the sake of the individual, and by specialists in that field.” He also charges President R. C. Clothier of Rutgers University with the following definition: “The systematic bringing to bear on the individual student of all those influences, of whatever nature, which will stimulate him and assist him, through his own efforts, to develop body, mind, and character to the limit of his individual capacity for growth, and help him to apply his powers of developing more effectively to the world.” Dr. Walters in his study of counseling in education has found the following plans to be in use in the country:

1. A general counseling program as a distinct administrative unit, with teachers as counselors, students as counselors, or both.

2. A counseling program interwoven closely with the educational processes, but not a distinct administrative unit.
3. Counseling by special officers, such as deans of men, deans of women, and junior deans.
4. Counseling by upperclass students.
5. Counseling by means of freshman week.
6. Counseling through the personnel department.

Evidently there is much to be done in the performance of our tasks, and there are many ways of doing it, as hinted by the title of Dean Max McConn's address to the A. A. C. R. in 1928, "Fifty-seven Varieties of Guidance." Doerman* asks, "Can there be effective guidance without organizing a Personnel Service? The answer is that there cannot be. Uncoordinated guidance is neither adequate or effective." That, at least, is what he thinks.

The Incidental Counseling of Students. But these service set-ups are likely to be expensive and therefore beyond the reach of many institutions. In such cases, and possibly in others, I wish to suggest attention to the possibilities to be had from the incidental counseling of students. Deans, deans of men, deans of women, school physicians, academic advisers, registrars, and others, in the discharge of duties officially assigned to them, are daily conferring with students. Talking with a student about one phase or activity of his university life, every experienced official in the group enumerated knows that not infrequently some other sort of problem or difficulty may come to the surface, giving opportunity for help in this other matter or for the suggestion that the student seek an interview with Mr. So and So, who is in a better position to render aid or advice in this particular matter. Of course, it would be desirable that such officers be possessed with some degree of awareness that these opportunities for helpfulness were theirs; and to accomplish this result, as well as to occasion the reading of books and articles in the counseling field, there might be periodical conferences held by these officers or even a standing committee. It should also be announced over and over that students were expected to feel free to call on any of these officials at any time to discuss any matter or problem of concern to them. I may be attaching too much importance to the possibilities of incidental advice to students; if so, it is probably due to my dislike for educational fads, for undue publicity to this or that new scheme, and for the excessive use of some nomenclatures of fairly modern manufacture. In this connection I am reminded of President Blackwell of Randolph-Macon College, Virginia. It was at a meeting two years ago of the Southern Association, and after listening to one speech after another sprinkled with modern educational terminology Dr. Blackwell arose and said, "I wish you all would quit talking about such things as 'orientation,' 'articulation,' and the like. I don't know what you mean, and I don't believe you do either."

Cooperation a Term of Large Importance. At our annual meeting of Registrars last year, after we had discussed at some length the high

* H. S. Doerman, *The Orientation of College Freshmen*, p. 114.

sounding phases of the Registrar's professional life, the Registrar of one of our large State Universities brought us to earth by reminding us that after all our offices must be regarded as essentially service departments and therefore that such subjects as registration procedures, recording methods, etc., can never lose their interest to Registrars. I assume that some such suggestion as that to Deans and Advisers of Men would not be inappropriate.

The slogan at the University of Minnesota, "We want to know the student as an individual," is a good one. Tests are valuable instruments in learning things about a student, and if the new test scoring machine of the International Business Machines Corporation proves to be practical our work will be set forward quite appreciably.

But regardless of the type of organization or of the distribution of duties in our respective institutions I wish to urge upon all of us the fundamental importance of cooperation in our joint task. In large institutions, as has been said, all the instruments for dealing with students educationally, socially, morally, vocationally, etc., cannot be operated through a single office. There would seem to be no good reason, though, why the things the different offices have learned about a student should not be pooled and made available to all, except the difficulty of the expense involved. If an institution is to operate selective processes in admitting students and — or do much in the way of advising students after admission, the Registrar must, in the admission processes, secure a great deal of information about each student throughout his public school career and up to the date of his admission. Whether the educational advisers work under the Registrar's supervision or otherwise, these cumulative data are valuable and should be at hand. The Dean of Men will need them, too, as may also the deans of colleges and schools, and possibly others. The record made in the University also becomes of interest to more than one office. One serious difficulty Registrars have always confronted in this matter of making student grades available. They are always wanted at a crowded season, and if outside secretaries, student assistants, etc., come in and go to work the Registrar's staff is crowded out, and his work suffers. Furthermore, there are dangers in allowing too free access to office records. However, with the coming of the statistical machines, the duplicating processes such as the photostat, the blueprint, the B.-W., etc., the problem is greatly simplified. There is much less confusion if the office having the information can furnish it to the others interested than in having all scramble for it. The Dean of Men accumulates through the months items of information that might well be transferred to the Registrar's records.

Here are some minor opportunities for cooperation between the Registrar and the Dean of Men.

The Registrar supervises registration. The Dean of Men needs at once some information, more or less, about every male student. What about having a card or cards filled out in the registration process? Fine; but, Dean of Men, have a heart. The Registrar is not lacking in requests to have students fill out blanks on this unavoidably strenuous occasion. These forms are very perplexing and fatiguing to new students and are time

consuming. At the same time, the Registrar must be reasonable and try to help the Dean of Men to solve his problem.

The Registrar conducts the preliminary correspondence with students expecting to enter, or to re-enter the institution. One thing they are asking about is living facilities. Lists are prepared by the Dean of Men. He ought to get them ready in ample time, for otherwise he causes the Registrar to spend time and money in unnecessary correspondence.

Disciplinary cases are handled by the Dean of Men. The penalties assessed are reported to the Registrar for his records, or at least for his files. The report ought to be so worded, and the items ought to be so handled as to be in line with a policy made by the administration with respect to such matters.

The Dean of Men and the Registrar can be helpful to each other. Undue ambition and petty jealousy rarely, if ever, lead either to efficient service or to individual happiness. The safest and surest guide in the performance of duty is the best interest of the institution, which generally means the highest welfare of the students.

President Lancaster: Thank you very much, Dr. Mathews. Are there any questions?

Ripley: You said that if the student had paid the penalty there was nothing put on his record. By that do you mean that if the student has been expelled, thereby paying the penalty, you keep that off his record?

Mr. Mathews: That penalty would still be alive.

Miller: The people from the business world come to us asking for recommendations of that type of student. We wonder what should be the attitude of the university there.

Mr. Mathews: It is a problem. You want to be fair to the boy. I always feel that these little errors made by students do not, as a rule, go to character at all, but they are just temporary side-steps, and that, in the main, the boy is upright and honest. But still there is left a problem. I think a letter accompanying the transcript might go along and explain such things as had happened. In our case we would say that if further information was desired there should be a communication to the Dean of Students' office, where these case records are kept.

President Lancaster: I have now the privilege of presenting a distinguished educator, editor, researcher, and a man who has had the temerity to address the National Association of Deans and Advisers of Men on the subject of the disappearing dean of men, Dr. W. H. Cowley.

The Disappearing Dean of Men

DR. W. H. COWLEY

Ohio State University

A few years ago we had a professor at Ohio State University whom everyone recognized as one of our greatest teachers. His sense of the dramatic had much to do with his success. He could take a prosaic subject and turn it into the most vivid of social dramas. For example, Dean Park once asked him to talk at one of his Sunday evening fraternity fire-side sessions. He agreed and observed that he'd talk about the position of minority groups in our society, a complex and technical problem. When Dean Park asked him what title he wanted to publicize for the discussion he gave him this: "Negroes, Jews, and Women—Are They Human."

The title which I have chosen for this discussion today may strike some of you as chosen with this same dramatic intent. To others of you it may appear to be the opening salvo of an attack upon deans of men. Either impression, however, is incorrect. Lest you misunderstand my title, I want to reassure you that I desire to be neither sensational nor critical. Rather, what I have to say meshes almost perfectly with the address of your president at last evening's banquet and with the gracious and mellow address of Dean Coulter. More than that it strikingly fits together with the paper which Dean Findlay will read to you tomorrow morning. Last night after the singing and the M. I. T. movies, Dean Findlay, Mrs. Findlay, and I sat up discussing our historical data and its possible meaning for the future of deans of men. We talked until the man in the next room pounded on the wall about midnight requesting in emphatic language that we quit and let him go to sleep. We talked so loudly, I suppose, because—working independently and from different premises—we have arrived at exactly the same conclusion, that the dean of men is disappearing. The animation of our-so-close agreement stepped up our vocal chords, I imagine, and the man next door protested.

Dean Findlay, as I say, comes to a conclusion similar to mine, and tomorrow he will present his data and his discussion of them. I don't want to steal any of his ammunition, and so I proceed directly with my own analysis, an analysis, I would emphasize which has been motivated not by a desire to be dramatic or critical, but rather by an urge to arrive at a scholarly understanding of student life and the relationship of the dean of men thereto.

The Origin of the Office of Dean of Men

Before we can properly discuss the disappearance of the dean of men, we must discover how he appeared in the first place. By following him along from his origins, through the present, we may more reasonably appraise his possible future. In reviewing the establishment of the deanship of men, I should like to begin by controverting an erroneous belief. When Thomas Arkle Clark died a few years ago, the newspapers of the country

carried reports of his notable career and therein spread abroad a statement of alleged fact which has several times been made even in the conventions of this society, to wit, that Dean Clark was the first dean of men ever appointed in an American college or university. In order to understand the dean of men today and to contemplate what he is likely to be in the future, it is desirable that this fallacious history be corrected. To accomplish this we must review the history of the title of dean in American higher education in general. That is, we must seek to understand the relationship of deans of men to other varieties of deans during the years when deanships were first being established.

The first dean of any sort appointed in an American college seems to have been Samuel Bard, after whom Bard College is named. He took office in 1792² as dean of the medical faculty of Columbia. Perhaps a dean or two had previously held office at one of the other dozen colleges established before 1800, but extensive search has led me to believe Dean Bard to be the first. Whether or not a further search turns up a dean who antedates him is not, however, important in this discussion. Whoever the first dean may have been, we can be sure from our knowledge of the eighteenth century college that he served as a dean of a professional school with duties similar to those undertaken by Dean Bard. Certainly he was not a dean comparable to any dean holding office today. Free almost completely from any supervision from his president, he ran his school as an enterprise related to the college by the most flimsy of ties. He raised his own funds, he determined upon the curriculum and methods of instruction, he ruled as to what students should be admitted, and in general he ran his institution as an independent enterprise. This was true largely for two reasons, first, because professional schools had originally been proprietary institutions which kept practically all of their autonomy when they became attached to the colleges, and second, because college presidents were not interested in professional education. They conceived their jobs to be the education of undergraduates, and the professional schools, as far as they were concerned, could run themselves.

This type of dean, as I have observed, has disappeared, and the men who dealt him the death blow were Andrew White, Charles W. Eliot, and two or three other strong university presidents during the middle of the last century. Eliot in particular brought an end to this old type of dean. Turning his back upon precedence, President Eliot started off immediately upon his election in 1869 to express a consuming interest in professional education. None of his predecessors ever attended the meetings of the professional school faculties, but Eliot attended them all, always taking advantage of his legal prerogative by assuming chair of the presiding officer. Two years of study of European education had convinced him that above all else America needed to develop a number of universities comparable to those in Germany, and he started out promptly to pull the professional schools into closer relationship to the college, the while developing graduate education.

At the very outset of his work Eliot recognized that he could achieve

2. General Catalogue of Officers and Graduates of Columbia University, 1754-1912; New York: 1912, p. 30.

this revolution at Harvard only by dropping some of his responsibilities in Harvard College proper. Immediately upon his election, therefore, he asked the Harvard Corporation to appoint a new educational officer, an officer new not only to Harvard but likewise to all American colleges—a dean of the college. The Corporation acceded to his proposal, and Eliot chose one Ephraim Gurney, professor of history. Gurney took up his duties in January, 1870. Despite two or three previous professional deanships which were unlike the old variety, the proposition can be defended, I believe, that all our present deanships throughout the country date from this appointment of Gurney. Certainly the deanship of men dates from him, although I do not consider him, as I shall indicate, to be the first dean of men. That honor, in my judgment, belongs to LeBaron Russell Briggs.

President Eliot assigned Dean Gurney eleven responsibilities.³ Three of these related to instruction, five to functions which now generally come within the boundaries of registrars, and three had to do with duties now assigned generally to deans of men. Gurney was, in brief, a college dean doing just about the same sort of things that hundreds of college deans still perform in the smaller institutions of the country: Dean Gurney served as the right hand man of President Eliot in the administration of Harvard College, relieving his superior of a great deal of detail work, more especially student discipline, student records, and other relationships with students.

This plan of organization continued at Harvard until 1890-91 when, from the point of view of deans of men and of personnel work in general, a very important event took place: President Eliot divided the Deanship of Harvard College into two deanships.⁴ Harvard had grown rapidly in the twenty-one years that Eliot had held office. Chiefly because of its widely discussed elective system it had passed Yale in enrollment for the first time in seven or eight decades, thus becoming the largest college in the country as well as the largest university. This growth developed a number of problems, one of the most important of which had to do with student relationships outside of instruction. I do not have the time here to review the complexity and difficulty of these student problems, but in any event President Eliot came to the conclusion that a new type of dean needed to be appointed, a dean responsible not for instructional matters, but a dean devoting all of his time and attention to extra-instructional relationships with students.

To create this position Eliot divided the existing deanship into two parts. The incumbent, Charles F. Dunbar, relinquished his title and assumed the newly created title of Dean of the Faculty of Arts and Science. Briggs, in turn, became Dean of Harvard College. Considering their actual responsibilities and designating them functionally, we may say that Dunbar became dean of instruction and Briggs dean of student relations. This division of responsibility at Harvard seems to me to be a most significant historical fact in the history of student relations. It is important not only

3. Annual Reports of Harvard College for 1869-70, p. 12.

4. Samuel Eliot Morison, editor, *The Development of Harvard University*, Cambridge: Harvard University Press, 1930, pp. xxxiii-xxxv.

because it seems to me to make Dean Briggs the first dean of men (he might have had that title had Harvard been a co-educational institution), but also because as far as I can discover he became the first officer in the history of American higher education charged with responsibility for student relations as separate and distinct from instruction.

In the area of student relationships, the Harvard pattern over its three centuries of history has been this: at first the president, assisted by all members of the faculty, handled student problems of all varieties, instructional, extra-instructional, and routine business relationships. This arrangement continued in vogue until Eliot's accession to the presidency in 1869 when he appointed Gurney to relieve him and the faculty of these student, out-of-class contacts. Then in 1890 Briggs became dean of student relations, thus for the first time bringing them into the hands of one officer who specialized in them. Many institutions have followed the same historical model as Harvard. Others are still in one of the first two stages of development. Some very small colleges still have no deans, the president and the faculty handling all instruction and all other administrative problems without subdividing them. Some institutions are still in the second stage; Dartmouth and Kenyon, for example, did not move out of it until 1934, and of course, a great many institutions are still in it. Almost universally, however, large institutions have long since come along to the third stage. They have for many years recognized that an administrative distinction exists between the formal educational activities of the college or university and the realm of student affairs and so-called personnel work. The former has become the bailiwick of deans of instruction, whatever their titles may be, the latter the domain of deans of students, whatever their titles may be.

The Importance of Knowledge of the Origin of the Deanship

I have devoted this much time to the historical problem of the origin of the deanship of men for two reasons: first, because you seem to me to be unfair to yourselves in allowing the impression to circulate that you are relatively new officers in higher education, and second, because you have, in my judgment at least, fallen into a logical error when you permit yourself to be misled by titles, neglecting the while to recognize that although the title of dean of men be relatively new, the functions which you perform are as old as the oldest college.

Concerning the first of these two points, I think I have already demonstrated that deans of instruction and deans of students both stem from the same individual, Ephraim Gurney of Harvard. It seems to me that you should continuously keep these facts in mind. Most of you who are here come from institutions which have established the office of dean of students (of men and of women) within recent years. In the eyes of many faculty members you are still upstarts and interlopers in the academic family. You should educate those who support such ideas. They are grossly ignorant of their history of higher education, and they need to be informed that your family tree is quite as old as that from which academic deans have sprouted. Indeed, the tree is one and the same.

Important as is this first reason for reviewing the establishment of the

first deanship of student relations, the second is of even more importance. We must, it seems to me, talk in terms of the activities which deans perform rather than in terms of their titles. The title of dean of students is new, and thus we have been led into the fallacious position of believing that the functions undertaken by deans of students are new. As a matter of fact, they are as old as our oldest colleges not only in the United States but also in the world. To neglect to consider functions and to think only in terms of titles is to say in effect that a thing or an activity is new when it is given a new name. Consider, for example, the locomotive. When the locomotive first appeared in England in 1803, people called it the iron horse, and a number of years passed before someone invented the word locomotive. Historians, however, do not date the invention of the locomotive from the year it was so named but rather from the year in which it first appeared as the iron horse. The same is true of the automobile which people first dubbed the horseless carriage, of trousers which were originally called pantaloons, of nurses who were originally named sisters of mercy, and of dozens of other groups of people, objects, and activities in our rapidly changing society.

As soon as we make this distinction between titles and functions, we begin, I think, to see the work of deans of men in a very different light. We discover a number of facts about him which have been obscure. To begin with, the meaningfulness of Dean Gardner's survey of the duties of deans of men, reported in your 14th Annual Proceedings, becomes apparent. Gardner brought together a list of the activities undertaken by deans of men in 211 institutions. He found that no two deans of men do the same work, that the title of dean of men has a different meaning from institution to institution, that in fact there is no such animal as a standard dean of men. Of course, no academic officer is standard from one institution to another, but many officers with the same titles in different institutions do work which is fairly similar. Professors of chemistry, directors of publicity bureaus, registrars, supervisors of student housing, and any number of others do comparable work from institution to institution. This is not true, however, of deans of men who in one institution handle three or four problems of student relations and who in others assume responsibility for a different constellation, or even for all relationships outside of the area of formal instruction.

We also discover that a large number of other people are doing work comparable to that done by deans of men. At some institutions, for example, helping students find part-time employment is a responsibility of the dean of men. At other institutions this function is assigned to a special officer who frequently reports directly to the president. The same situation is true concerning loans and scholarships, educational counseling, housing, religious programs, intelligence testing, and indeed of the whole range of student extra-instructional relations. I doubt that a thorough study of these extra-instructional relations with students would turn up a single function for which deans of men assume exclusive responsibility in every institution. I more than doubt it. I am sure of it because not every college in the country has a dean of men. Even when

these institutions are ruled out, however, I feel certain that no one function is commonly under the jurisdiction of all existing deans of men.

The fact that there is no such thing as a standard dean of men together with the fact that other officers are doing the same sort of things that deans of men are doing forces us, it seems to me, to consider five problems:

1. What constitutes the scope of this field of student relationships in which deans of men and a number of other officers are at work?
2. How are deans of men and these other officers related to one another?
3. Should all student relationships be coordinated?
4. If coordination is desirable, how should it be achieved?
5. What is the place of the dean of men in such a coordinated organization?

These five problems, it seems to me, are basic not only to the deanship of men but also to student personnel work in general. I shall, therefore, devote the rest of this discussion to their exploration.

The Scope of Student Relations

Going back to Harvard in 1890 we find, I think, the key to this problem. Eliot discovered that for administrative purposes he needed to make a distinction between instructional relations with students and extra-instructional relations. Thus he established the office of Dean of the Faculty of Arts and Science in charge of instructional considerations and reorganized the office of Dean of Harvard College to concentrate upon extra-instructional considerations. This same distinction has since been made by dozens, in fact by hundreds, of other chief executives of colleges and universities. Many decades before 1890 a second distinction having to do with student relations had been made in practically every college in the country, i. e., the distinction between educational and business dealings with students. One of the first officers appointed in all institutions of higher education has universally been the business manager. To him have been assigned the strictly business contacts with students. He collects fees, sells supplies to students, rents them equipment, and assumes responsibility for a number of other routine business relationships.

Considering these historical and current facts we must conclude, I think, that institutions of higher education have three types of relationships with students: business relationships, instructional relationships, and extra-instructional relationships. During the past twenty years these latter contacts have come to be called student personnel work. As already observed, in the days before Eliot when colleges were small, the president and faculty members handled all three of these varieties of relationships. Business contacts broke off first, and then in 1890 Harvard led the way for the vast majority of other institutions throughout the country by separating instructional and extra-instructional responsibilities. In well regulated colleges and universities these relationships are coordinated so that the student is frequently not aware of the existence of separate administrative units, but because of the inevitability of the division of labor, in

all large institutions at least, separate organizations have had to be set up to undertake these three very different types of functions.

A number of complex and difficult problems exist having to do with establishing smooth procedures of give and take between these three administrative compartments. We have time today, however, to discuss only the internal organization of the sector in which we are most interested, that is, relationships with students aside from formal instruction. Before moving on to that question, however, I should like to suggest the answer to the first of the five problems which I have listed, i. e., the scope of student personnel work. In the judgment of the majority of writers upon student personnel administration, personnel work includes all relationships with students aside from formal instruction and business relationships. The twenty-two following activities fall, by this definition of scope, into the personnel field:

1. Selecting and admitting students.
2. Orienting students to the educational environment.
3. Providing a scientific diagnostic service to help students discover their abilities, aptitudes, and objectives.
4. Assisting students to determine upon their courses of instruction in terms of diagnostic findings.
5. Assisting students to overcome their educational and personal limitations by means of remedial instruction, individual counsel, speech correction, and so forth.
6. Assisting students to make occupational choices.
7. Helping students to resolve their religious, emotional, and other personal problems.
8. Supervising the physical and mental health of students and controlling environmental factors which affect student health.
9. Providing and supervising an adequate housing program for students.
10. Providing and supervising an adequate food service for students.
11. Supervising and developing the extra-curricular activities of students.
12. Maintaining, supervising, and further developing a desirable social program for the student body.
13. Maintaining an institutional religious program for students.
14. Providing group and individual leisure time activities such as lectures, concerts, hobby-groups, and the like.
15. Helping students in need of financial assistance to find such help by means of scholarships, loans, or part-time employment.
16. Maintaining complete records of students concerning their scholastic, and all other, activities.
17. Administering student discipline.
18. Maintaining student group morale by understanding and developing student mores.
19. Assisting students to find desirable employment upon their departure from the institution.
20. Keeping the student body continuously and adequately informed of the student personnel service available to them.

21. Carrying on research toward the solution of problems arising in all student personnel areas.

22. Educating the faculty and administrative officers to the importance of the personnel point of view and of personnel services.

This, I think you will agree, is a fairly complete list. You will also agree, I imagine, with a statement that I have previously made—that deans of men taken as a group, handle everyone of these functions and that, at the same time, many of them are handled by other individuals who are called by many other names besides that of dean of men. Generally all these individuals, including deans of men, are coming to be known as student personnel officers.

The Relationship of Deans of Men and Other Student Personnel Officers

If we discuss fact rather than ideal, we need not linger long on this second problem. Enough to cite three types of relationships between deans of men and other personnel officers. In the first type, the dean of men stands upon the same level as other personnel officers. He is of the same rank administratively as the director of admissions, the head of the health service, the educational counselors, and several other personnel officers. He handles a number of activities, they handle others. In the eyes of the president, however, all have important work to do, and all report to him directly.

The second type is much the same as the first. The dean of men handles a selected number of student personnel functions, and other officers handle others. The dean of men, however, is closer to the president. He has more authority not because the situation has been more clearly defined, but because he is personally nearer to the president and has a great deal of prestige in his eyes. If an organization chart were drawn, he would still be designated as of the same rank as his student personnel associates, but in the actual operation of the institution he would carry a great deal more weight with the president and have a larger voice in the affairs of the institution than these other personnel people. In a strict organizational sense, however, he would be still of equal rank.

The third type puts one individual at the head of the student personnel organization. This individual may be the dean of men or he may be someone else. Whoever he is, he may or may not handle some particular functions. On the one hand he may handle three or four functions and parcel the remaining number out to other individuals working under his direction. On the other hand he may devote all of his time to the function of coordination. If this individual is the dean of men, then all the other personnel officers report to him. If he is someone else, then the dean of men is but one of a number of other personnel people of relatively the same status.

The Coordination of Student Personnel Relations

Citing these three types of relationship between deans of men and other student personnel officers brings us to the third of the five questions which I have raised: should all relationships with students aside from instruction and routine business matters be coordinated? In order to

answer this question it is necessary to make an assumption and to attempt to demonstrate its soundness. The assumption is this: all contacts with students in the area of student personnel work are but different facets of the same sort of relationship. In other words, a basic unity underlies them all.

You will all agree, I think, that the whole educational process within the college constitutes a unitary procedure. It is unitary at least from the point of view of the student and what happens to him. He enters as a freshman, and if he is lucky, he graduates as a senior. What the college does for him is unified in his person regardless of whether a particular thing has been achieved by a member of the teaching staff, by a dean of men, by some other personnel officer, or by one of the janitors. As far as he is concerned all that is important is that the educational environment has played upon him.

In order to control this educational environment, however, it has long since been discovered that no member of the staff of the institution can do all the varieties of things that need to be done in order to give the student an education. In the pre-Civil War college the president and faculty members came pretty close to such an arrangement. In those days every member of the faculty could teach every subject including in the curriculum. Every faculty member, moreover, had complete jurisdiction over a certain number of students much as do house masters still in a good many preparatory schools in the east. In those days, the teaching staff did everything even to janitorial work and the collection of fees. The unity of education constituted a responsibility of everyone holding a teaching or administrative position.

As institutions grew larger, however, this unity necessarily broke down, and in order to get the job of education done, the three divisions of student relationship already referred to grew up. Everyone, I think, will agree that the division which comes under the direction of the business manager has a fundamental unity running through it. The business organization handles money, buildings, equipment, and all other matters that have to do with the operation of the institution as a business enterprise. Similarly most people will agree that comparable but different sort of unity runs through the formal instructional activities of the institution. In recognition of that unity, at least, we have academic deans who are held responsible for the curriculum, methods of instruction, the examination of student performance, and for a number of other strictly instructional considerations.

The assumption that I am making is that the same sort of cohesion runs throughout the various functional services of student personnel work. Let me illustrate what I mean by quoting from a report of a member of the faculty of a large eastern university submitted to his president on this very problem. He writes concerning the natural interlinking of student counseling services at his institution:

Counseling in various areas is conducted by various officers. Unfortunately we have developed no method for the interchange of information between these officers. For example, no appraisal of a student by his freshman counselor, or record of the discussions between them, goes forward for the subsequent information of his class officer. Such personal

data as may have been gathered during his first year die with his promotion to the sophomore class. Whatever advice he may receive, through contacts throughout the rest of his college course, is independent of the efforts of his freshman counselor. In fact, every counselor begins *de novo*. Finally, in senior year, when the student consults the placement officer about his future vocational plans, the counseling process must begin all over again, the student and the placement man starting from scratch.

It would be very much in point to read more of this report because the writer not only shows how closely allied are the various counseling services, but also because he relates all other personnel services to one another. The report is, however, too long and too diffuse and, therefore, I abstract its essence. When a student seeks admission to an institution he fills out an application form. This form is replete with information of high value to the members of the personnel staff other than the admissions officer. In a good many institutions, however, the admissions form remains in the admissions officer's file, and the student's educational counselors must proceed to collect it all over again on their own forms.

A situation even worse than this frequently exists between the health service and the counselors. Physicians examine the student upon admission and during illnesses over the course of his four years. Sometimes the institution requires regular periodical examinations too. The records of these health findings are educationally of great significance, yet seldom do other personnel officers learn anything about them with the exception of the athletic department which has established its right to know about the physical fitness of athletes. Educational counselors, directors of extra-curricular activities, vocational counselors, placement officers, and a number of other personnel people ought to know these health facts too, but seldom are they able to learn them. A natural unity lies behind all these student relationships, but in the great majority of institutions the machinery has never been set up to make this unity meaningful in actual operation.

A number of other examples might be given to illustrate the interdependence of all student personnel services. These which I have given, however, are perhaps sufficient to support the assumption which I made a few moments back, i. e., that all student personnel services are but different types of the same sort of activity and that a basic unity runs throughout them all. If the assumption be sound, then it follows, it seems to me, that somehow they should all be made to work together in unison, that they should all move forward together in step, that, in brief, they should all be coordinated. In my judgment coordination is the most pressing need of personnel work not only because we shall never operate efficiently until we have it but also because we shall never coordinate our activities with the instructional and business divisions of our institutions until first we coordinate among ourselves.

How Should Student Personnel Service Be Coordinated

If by this process of reasoning the desirability of coordinating student personnel services is established, we move on to the next question: how should such an objective be accomplished? More pointedly, what sort of a student personnel organization results if coordination is stressed? To be

successful it seems to me that an integrated personnel program must have four characteristics:

First, I should say, it must be set up functionally. That is, we must forget all about existing titles of personnel officers and analyze personnel work in terms of the functional services for which the personnel program assumes responsibility. I have suggested twenty-two such functions. A critical study of this list may suggest that some of them be combined and that others be added. When such an analysis has been completed we shall have a list of a dozen and a half or two dozen functions. These constitute the total range of personnel work. They should be made to operate together efficiently and harmoniously.

Second, each function must be put under the direction of an expert. Instead of two or three officers dividing a single function among them, functions must be considered to be a complete unit. A case in point is the function of vocational counseling. In practically every college and university in the country almost everybody in the personnel organization, plus an appreciable percentage of the teaching staff, plays around with the problem of trying to help students determine what they ought to do occupationally. The result is that despite all the ballyhoo we hear about vocational counseling, the job is being done atrociously. And it always will be done atrociously until we pull the amateurs away from their piddling and put the responsibility for this important personnel activity into the hands of scientifically trained experts. The same situation exists in the field of employment placement. At many institutions a large number of people have their fingers in the placement pie, and the result is that in such institutions it's a mess, unfit for serving. Years ago a number of administrators recognized the seriousness of such confusion and established centralized placement offices. A great deal of similar snuggling up of almost every personnel function must be achieved before we shall have a coordinated personnel program.

Third, when these overlappings have been eliminated, we must fill in the gaps. With a few rare exceptions, colleges are not undertaking all of the personnel services for students which properly ought to be undertaken. The fraternity situation is a case in point. Most institutions have allowed fraternities to drift. They have given them only the scantiest sort of attention, and now almost all of us are waking up to the fact that we have a most serious problem before us which must be solved. A second huge gap has to do with student records. Admittedly in most institutions information about students doesn't move forward with the student from counselor to counselor, but the situation is even more serious than that: all such information put together is usually insufficient. In order to do a real educational job we need to know a great deal more about students as people than we actually do. This will be clear to those who use the Ben Wood cumulative record card. I've never seen that card in use up to a hundred percent of its possibilities.

Another case in point is the inadequacy of our counseling procedures. We do a lot of proud talking about how we give each student individual attention through our personnel officers, but at most institutions counselors are doing the rankest sort of amateurish job. I don't like to hold up

any particular institution either for praise or censure, but to illustrate what I mean I should like to review the case of a sophomore girl who got into trouble scholastically at one of your member universities last fall. Her educational adviser called her in, reviewed her record with her, and pointed out that because she was having serious trouble with her languages, she ought to quit college. In his judgment, he said, she wasn't college material. Her father, a prominent business man and himself a college graduate, refused to accept such a conclusion and called upon a friend of his who had been scientifically trained in these matters for his judgment. The friend put the student through diagnostic analysis. He found that, far from being below average the girl had a very high degree of intelligence but that her interests lay in a direction which made her antipathetic to languages. Because of his findings he recommended that the girl be transferred to another college in the university, and he predicted that she'd be an outstanding success there. That was last fall. In January, at the beginning of the new quarter, the girl transferred. Two weeks ago the girl got her grade card for the winter quarter. The prediction had come true. She had done "B" work in all her courses, and next quarter when her self-confidence is completely regained most of her work will be up to "A". And this happened in the face of her counselor's statement that she shouldn't be in college, that she wasn't "college material."

I review this case to demonstrate the inadequacy of some of our counseling and some of the rest of our personnel activities. We boast about having this, that, or the other service available to students, but frequently even the most meager sort of analysis will demonstrate that huge gaps exist. Some of these gaps represent services which we don't attempt at all, others represent large holes in the adequacy of services which we do attempt.

This brings us to the **fourth**, and perhaps the most important, of the four characteristics of coordinated personnel programs: the centralization of the responsibility for the entire personnel program. I make the proposal that personnel services will not and can not be coordinated unless the responsibility for that coordination is put in the hands of some one with authority. For internal administrative reasons it may be necessary that at first this coordinating authority be a group, but ideally the responsibility should be invested in a single individual.

Among a number of reasons why personnel services should be synchronized under the direction of an administrative head, time is available to discuss but three.

First, overlappings and gaps cannot be eliminated unless someone has the authority to eliminate them. When a number of individuals of equal rank operate in the same field, inevitably jurisdictional problems will arise, and the results will be unfortunate for the program. Either things will stand still or someone will gain an unfair advantage making for hard feelings and lack of cooperation.

In the second place, the personnel program needs to be recognized by the president as a formidable and solid unit. Most presidents are excessively busy men, and unless their training makes them sensitive to student problems, the personnel program is almost certain to be neglected. The

large arid stretches in the personnel field will never be cultivated until the president sees the program as a totality, and this will never happen while a large number of different personnel officers discuss small patches of it with him. Someone needs to present to him frequently and forcibly the whole panorama. When that is done, personnel work—in budgetary and other directions—will no longer be the stepchild of the administration.

In the third place, personnel work must have a major administrative officer who ranks in authority with the business manager and the academic deans. The personnel point of view must continuously be represented at the counsel tables of our colleges and universities—not a part of the personnel point of view or a part of the program but both in their entirety. All too often the business manager, who must of necessity be essentially money-minded, and all too frequently the academic deans, most of whom are subject-matter minded, ride over the student and his best interests in matters which come within the student personnel territory. All of you, I feel sure, can think of examples of this very thing. In my judgment this unfortunate situation will continue until student personnel work has a major administrative office of equal rank with the business manager and the academic deans sitting in upon the discussion of all institutional problems.

The Place of the Dean of Men in the Coordinate Organization

It would be interesting to stop for the further development of these and other reasons why coordination is desirable. It would also have been desirable to stop for the further elaboration of most of the other sections of this perusal of student personnel work. Of necessity, however, I move on to the last of the five problems which I proposed for discussion: the place of the dean of men in a coordinated student personnel program.

Going back to the distinction already made between titles and functions, we find, I think, the answer to this problem. If there is no such thing as a standard dean of men, and if deans of men are handling all sorts of activities on different levels of rank, then it seems to me to follow that different institutions will solve this problem of coordination in different ways as far as the dean of men is concerned. Some deans of men will naturally and inevitably be selected to become the coordinator of the entire student personnel program in his institution. Others will continue to handle one or more specific functions under the direction of this coordinating superior. Others will be out of jobs entirely because their work overlaps the activities of other personnel officers, and these other workers will be considered to be more adequately trained or temperamentally better qualified to continue with the work. To state the situation in a different way, some deans of men will be promoted to larger responsibilities, others will continue on their present rank level, and others will be out of the picture entirely.

That these three roads lie ahead is not, may I emphasize, a prophecy. The roads have already opened up, and a number of institutions have begun to travel down them. Consider the first, the highway which leads to the dean of men becoming the coordinator and director of all activities in the area which we call student life. One dean of men to my knowledge

has already been given this larger commission, and another is about to be given it. The first of these is Dean Putnam of the University of California at Berkeley. The second is our host, Dean Moore.

The faculty of the University of Texas has within the recent past, I learned at dinner last night, passed legislation which, when it is approved by the Board of Regents, will make Dean Moore responsible for all student relations aside from instruction and routine business relations. Under the new plan he will become one of four major administrative officers here at the University of Texas reporting directly to the president. He will have some such title as Dean of Student Life, and he will be of equal rank with the business manager, the dean of instruction who will probably be called the provost, and the director of public relations. Inevitably, it seems to me, a number of other deans of men will in time follow the example of Deans Putnam and Moore. They will become directors of all student personnel work and will stand in the first rank of administrative officers behind the president.

The while California and Texas and a few other institutions are taking the first road, a number of other institutions are taking the second, the road which makes the dean of men an officer subordinate to an individual appointed to coordinate and direct all personnel work including that of the dean of men. Among the colleges and universities which have taken this course in the recent past are the University of Oregon and West Virginia University. There are also a number of others which Dean Findlay will list and discuss tomorrow. In all these institutions the dean of men seems to have been adjudged unequal to the responsibilities of the larger office of directing all student personnel functions, and so—regardless of whether or not he retains his title of dean of men—he has been made a subordinate under the direction of a superior officer who oversees the whole range of student life.

A number of institutions have meanwhile chosen the third road: they have dropped their deans of men entirely or they have been retained in other work. It is from the experience of these institutions that the title of this paper has particularly been chosen. In all of them the dean of men as a distinct entity has disappeared. Among such colleges and universities are William and Mary, Earlham, Iowa State, and most recently Northwestern. The Northwestern situation has especial interest in this discussion since Dean Armstrong took an active part in the work of this association, and now as a dean he is no more. The complex of circumstances which have brought this change is worth considerable discussion.

In the early twenties, President Walter Dill Scott supplemented his deans of men and women by establishing a student personnel department. This new organization took over or developed a number of functions in the field of student relations. For fifteen years the deans of men and women worked side by side with the new organization, but the longer they worked under such a plan, the more apparent it became that they were getting in one another's way, that jurisdictional problems were becoming serious, that something had to be done to end the growing confusion. By last summer the situation became so serious that a reorganization became necessary; and when the job had been finished the deanships of men and

women no longer existed. Both incumbents were dropped. Northwestern might have chosen the first road and put either the dean of men or the dean of women in complete charge of the entire personnel program, or it might have followed the second path and made both of them subordinate to a coordinating superior. Instead, however, President Scott chose the third road, and the deans of men and women have lost their jobs.

Undoubtedly there are deans of men here today who will disagree with my thesis that during the next few years a great many institutions, if not the majority, will choose one of these three trails into the future. They will perhaps suggest that there is a fourth road, the highway from which all three of these three new roads branch off, that is, the present road. In your institutions the situation may look very stable and very desirable just as it is, and you may therefore conclude that deans of men will continue to do their jobs just as they are doing them today. Of course, those of you who hold such an opinion may be right. Only time will tell whether or not you are.

I should like, however, to suggest that this association speculate upon the possibility that those who believe in the continuity of the present or fourth road, are wrong, that circumstances now developing in our colleges and universities will force the majority of institutions to choose one of the three new highways. Whether or not I am right in my conclusion that a choice must inevitably be made in the near future, it would, it seems to me, be desirable to discuss these possible developments. I would say that such speculation is not only desirable but even essential to an understanding of the present and a wise preparation for the future.

Obviously, if a change is coming, the majority of deans of men would like to follow the first of the three new roads which I have indicated. They would like, in brief, to become the headmen of the coordinated organizations which are being established. Whether or not an individual dean will be equal to these larger responsibilities depends largely upon him: upon his training, his temperament, his intellectual range, his ability as an executive, and whether or not he has the spirit which Dean Coulter so beautifully described last night.

The problem succinctly stated comes, it seems to me, to this: will the deans of men here assembled and their absent fellows disappear as some of you already have, or will you become even more important academic officers than you now are? This question, as I see the situation, constitutes an urgent personal and professional problem for all deans of men.

President Lancaster: I want to thank Dr. Cowley for this fine analysis of this situation. I am quite sure that there are some questions you would like to ask.

Aldridge: In this situation will the deans of women be subordinated?

Cowley: It seems to me there isn't any reason why the deans of women shouldn't go up if they are equal to it. I think we can say that the deans of women are in exactly the same position as the deans of men. They will take one of these three roads.

Aldridge: In listening to the discussion, it seems that the instructional dean has some part to play in advising the women students. Does the dean of women usually deal with the extra-curricular phases of student

life for the women? Of course, I realize that in the women's colleges it is a different situation from that in men's colleges. But where you have a coeducational institution, you have that side of the question of how far does one reach over into the other, or are they related, particularly in keeping the personal record of the student?

I'd like to make one other observation. In smaller institutions of less than 500, is it feasible to have a staff as elaborate as those discussed, or should we have a type of teacher who is also a student adviser and counsellor?

Cowley: I'd like to answer the second question first. In a smaller institution, of course, we still have these three stages that I mentioned at the beginning of the paper. Stage One is where the president and faculty have relationships with the student. It is inevitable that many small institutions will continue on that basis, and they ought to continue on that basis. Institutions in Stage Two recognize the three types of relationships I've suggested, but still all members of the administrative staff participate as they are best qualified. In larger institutions it seems to me inevitable that we must come to three separate divisions, their heads co-ordinating their work among themselves.

It does take a large staff to do this job effectively in a large institution, and we never get these large staffs qualified until we coordinate our work and present a united front to the administration.

Tolbert: Where would you classify the problem of a student who is failing academically?

Cowley: I should say that the person responsible for that would be the student's educational counselor.

Tolbert: Is it your idea that the educational counselor functions under this personnel officer or dean of the college?

Cowley: I prefer you to say the dean of instruction. However, I want to talk in terms of functions rather than titles. I would say he should function under the direction of the personnel coordinator.

Thompson (Neb.): What do you mean by the term educational counselor? Isn't it a fact that the best educational counseling is done by men in the various academic fields with proper direction?

Cowley: I don't think so. It may be true in your institution, but it isn't true in most institutions that I have knowledge of.

Thompson (Neb.): Here's a student, for instance, in the college of engineering having difficulty with physics. Is it conceivable to you that you could have in an institution as large as the University of Nebraska, where we have 6,500 to 7,000 students, and probably a thousand in engineering, a counselor that would be as well qualified to discuss with that student his problems of physics as would be a man in the department?

Cowley: We have such an officer at Ohio State who is himself a member of the engineering faculty, and therefore is qualified to discuss the problems of any engineering student.

Park: The Russell-Sage Foundation some ten years ago made a survey of American Colleges and suggested a somewhat similar organizational set-up and suggested as title for the man in charge Vice-president in Charge of Welfare. That is a clumsy title, and I don't pass it on as one

that I recommend. I'd like to say before I sit down that I am in hearty accord with this paper of Dr. Cowley's. I think the program committee for next year should try to get some more of this sort of thing presented to us. We certainly can profit by it.

Goodnight: I want to second what Dean Park has said and to express my very cordial appreciation to Dr. Cowley for a very thorough, very searching, and very thoughtful and thought-provoking paper. I like the historical background that was given. As I have said before in meetings of this association, I think the biography of Dean Briggs ought to be the bible of every dean of men. It's the most inspiring document I know of in that field. I like the comprehensive analysis of the situation as Dr. Cowley has presented it to us, and I am sure that those of us who come from these large and wobbly and unwieldy institutions called state universities feel the truth of what he has said with regard to the lack of synthesis and coordination of the various personnel agencies on the various campuses. I know that I feel it very strongly with regard to our institutions, and I recognize the very high utility of having this information regarding Student A, who has entered and been in the institution two and a half years, becoming a second-semester junior, coordinated and brought together at one place, that we may know what was on his application blank for admission, what he said there with regard to his aims and ambitions in college, what was said by his high school teachers in their recommendation of him, what is his outside work for self-support, whether he has been supported from home, about his loans, about his scholarship, about his extra-curricular activities, about his behavior in the dormitory, whether any disciplinary measures have been taken against him in the fraternity house, and about his activities in general. I wish I could see all that on our campuses coordinated in one office.

It seems to me like a prodigious undertaking. It's going to take a perfectly huge expenditure of clerical energy to get all that with regard to 10,000 students filed and kept in order.

Then how are you going to relay that information out to faculty men? Here's my junior student, who is undertaking a course in economics. His professor ought to know something about that student. It might make a good deal of difference in the personnel relationships of that student to that professor if the professor knew that this boy was the son of a wealthy family and had just been a playboy through college, or that he was a poor chap who had done the best he could all the way through, but by virtue of poverty and eternal effort at self-support just hadn't had the time and strength and energy to devote to his work that he should have.

Cowley: That is one of the major problems of the student personnel field, and I think that the answer is the education of the faculty. At any event, one of the functions of this coordinator is the educating of the faculty for the gathering of this information and use of it. You are a bit pessimistic about the education of faculty members, and long experience has made me so too, but I believe we can make a large improvement if one of the functions of the coordinator becomes the problem of keeping the faculty members continually informed about the personnel program.

At Columbia all problem cases are presented to the entire faculty of Columbia College once or twice a semester by means of lantern slides. The personnel man presents case after case after case, describing problem students, and in the course of a half-dozen years Ben Wood said two weeks ago that it had done a tremendous amount of good for the faculty members.

Another institution never takes a problem case without tracing it back and bringing the faculty member involved into the situation. Thus they understand what the problem is and make contributions towards its solution. That may be impractical, but at least it shows, I think, that there is some hope of educating the faculty members, at least the great majority of them.

President Lancaster: Dean Gardner will make the report of the treasurer at this time.

Treasurer's Report

NATIONAL ASSOCIATION OF DEANS AND ADVISERS OF MEN

April 30, 1936—April 1, 1937

Receipts

Balance—April 30, 1936	\$ 603.35
Registration fees 1936 Meeting	61.00
Dues collected for 1935-36	19.00
Dues collected for 1936-37	723.00
Minutes	13.50
Total	\$ 1,419.85

Disbursements

Printing and Mailing Minutes 1936 Meeting	\$ 344.16
Reporting 1936 Meeting	77.62
Convention Expense 1936 Meeting	39.23
Miscellaneous Printing (letterheads, programs, etc.) ..	38.25
American Council on Education Membership	10.00
Editor (News Letter)	59.15
Express	9.00
Telephone and Telegraph	9.52
Postage	46.79
Binding Minutes	12.00
Secretary's Office	100.00
Total	\$ 745.72
Balance	\$ 674.13

Smith: I move the adoption of the financial report.

Thompson (St. Olaf.): I second it.

.....Question put and motion carried.....

President Lancaster: I'll ask Dean Bursley, chairman of the Committee on Nominations and Place to make his report.

Bursley: The Committee nominates Dean G. W. Stephens for Vice-President, Dean F. H. Turner for Secretary-Treasurer, and Dean D. H. Gardner for President.

Bursley: I move the adoption of these nominations.

Moore: I second it.

.....Question put and motion carried.....

Bursley: For place of meeting, the Committee recommends that we accept the invitation of the University of Wisconsin and meet with Dean Goodnight at Madison next year.

Bursley: I move the adoption of this recommendation.

Moore: I second it.

.....Question put and motion carried.....

SATURDAY MORNING SESSION

April 3, 1937

The fifth session of the Conference was called to order at 9:15 a. m. by President Lancaster.

President Lancaster: Dean Gardner has a message to read.

.....Dean Gardner read a telegram from Dean Corbett.....

Gardner: Mr. President I have a recommendation of the Executive Committee to amend the Constitution Art. IV, Sec. 3 "that the chairman of the Committee on Nominations and Place be made a member of the executive Committee of the Association."

Turner: I second the motion.

.....Question put and motion carried.....

President Lancaster: We will now proceed with our program. This morning we are going to hear from a member of our group who has given a great deal and very freely of his time and thought to the subject upon which he is going to speak to us. I present to you at this time Dean Findlay, of Oklahoma.

The Origin and Development of the Work of the Dean of Men

DEAN J. F. FINDLAY

University of Oklahoma

Before 1900 coeducation was talked about with raised eyebrows. It was something still hardly orthodox. Colleges were very largely places where students and faculty withdrew from the outside world and gave considerable attention to the well established classical studies. Even the largest institutions of higher education were not thinking in terms of student enrollment beyond the hundreds. Increased registrations were fervently desired by many colleges but seldom spectacularly achieved. The President was the pastor of the college flock. He presided at all faculty meetings, counseled all students in need of advice, supervised the institution's finances, acted as contact agent for the college in its relation with the public, and oftentimes carried a teaching load together with his administrative duties. Few, if any, colleges or universities had a dormitory system. The expansion period of fraternities had not yet arrived. Most of the college students lived with private families adjacent to the campus. No one would have recognized the existence of a housing problem. The "activity joiner" was hardly known, for the very good reason that there were so few extra-curricular activities to join. The expansion of the campus extra-curricular program had only begun and few, if any, members of the faculty and administration foresaw the pattern of activity life which is now so prevalent. Finally, that portion of the administrative work of the institution which the President did not carry was carried by faculty committees. Frequently, the faculty as a whole sat in deliberation upon the problem of disciplining some unfortunate student, or through its committees affected in marked ways the policies of the institutional life.

About 1900, or not long thereafter, these things began to show a marked change. Co-education established itself, bringing with it new problems which the older men's colleges had never experienced. The so-called gulf which is now supposed to exist between students and faculty on many a campus, began to take on proportions. The intimacy between the in-

structor and his pupil began to break under the strain of increased student numbers. The old curriculum gave way to the elective system and the expansion of departments and courses grew apace. Student enrollments began to mount upward, bringing to the campus with each new increment of students a revision in the educational and campus patterns. The President found himself so encumbered with his chief responsibility of providing the finances for a rapidly growing institution that his pastoral duties more and more were subordinated. His advisory position in the eyes of the students became more distant. His teaching load became smaller until, in most cases, it ceased to exist at all and finally, driven by the Juggernaut of the college budget he was gone so frequently from the college in the pursuit of money that he ceased to preside at faculty meetings except on irregular and oftentimes rare occasions. He found that it was necessary to delegate some of his duties and responsibilities to others near him, if the life of the institution was to keep pace with the changing order. Thus, a new group of administrative officials began to appear in the colleges' administrative halls. With increased registrations came the problem of housing. The private homes could not keep all the students. Fraternities increased in number and in physical property as a partial answer to the situation. Dormitories were advanced as another solution for the housing crisis. But with both solutions new and perplexing problems appeared. Slowly the college as a unit began to metamorphose into emphasis upon divisions and departments and from this emphasis, aided and abetted by the genius of the 20th century college student to organize campus life, came a host of extra-curricular organizations. Here was the answer to every normal student's desire "to belong" to something. It took little ingenuity to provide such a variety of activities as soon offered an honorary for every interest—worthy or unworthy. And finally the general administrative offices with which we are now so familiar, began to evolve to relieve the harrassed President and to permit a hard pressed faculty freedom from the excessive time required for attention to administrative functions.

The Dean of Men had predecessors in the work. The President long before the time of the first Dean of Men considered one of his chief responsibilities to be that of advising students particularly on personal problems and on matters requiring general counsel. When the President began to find himself engulfed with demands upon his time he often continued to keep this counseling duty within his office but turned it over to his Secretary. But it turned out that women's problems were frequently of a different nature than those of men students. Convention required a stricter supervision of women than was expected of men. These facts, together with the earlier establishment of women's dormitories and the influence of the American Association of Collegiate Alumnae in its desire for a special adviser for women students—all served to bring into existence a new administrative officer—earlier called "The Lady Principal" or "Preceptress." About the turn of the century, the title "Dean of Women" began to be widely accepted. Deans of Women preceded Deans of Men on most of the campuses of the country and many administrators indicate that the work of these Deans had considerable to do with the origin of a specific advisory work for men. Sometimes the process of sub-dividing the administrative work of the institution followed these steps: the President created the Dean of the Faculty or the Dean of the College, delegating duties which the pressure of affairs no longer permitted the President to carry adequately; the Dean of the College, in turn, often became wearied with an excess of responsibilities and approval was received for the creation of a new administrative office known as the Dean of Men, upon whose shoulders could be laid many of the problems of discipline, extra-curricular activities, housing and personal advising. In short, a new division of duties evolved by which the Dean of the College took over the predominant academic responsibilities and the Dean of Men took over responsibilities for non-academic areas of student life.

Still another predecessor gave much in the way of origin to the first Dean of Men in many institutions. He was the Chairman of one or more of the numerous student life committees. Sometimes the chairman of a student welfare committee was inducted into the ranks of the first Deans of Men by the simple process of changing his rank from a chairmanship to a deanship. At other times the faculty committee relinquished many of its prerogatives to the newly created Dean of Men's office but continued to be available for general duty on call from the Dean of Men who, in most cases, became Chairman of this group if he had not already been so before assuming his new role. The dean of men's predecessors also included in some institutions: the senior or ranking members of the faculty who often carried many of the present dean's duties; those faculty members who acted as excusing officers for chapel or class attendance; and that multitude of members of the staff who established, by means of faculty and administrative committees, much of the ground work of the present Dean of Men's office.

Into this increasingly complex picture at the turn of the century came the new administrative official with the title "Dean of Men,"—or some similar one. Now 260 of the 678 accredited collegiate institutions listed in the American Council on Education's 1936 Edition of *American Universities and Colleges* have a Dean or Adviser of Men.

The Problem, Definition, and Sources

This study deals with 90 colleges and universities in which the work of the Dean of Men or its equivalent is carried on. This list was determined by using the attendance roles of the National Association of Deans and Advisers of Men together with the secretary's role of other institutions having such Deans to whom the literature of the Association goes.

The criteria for determining whether or not an institution appearing on those two roles should be involved in this study were:

1. Does it have an officer with the title "dean of men" or its equivalent?
2. Has this title been given official recognition by the institution?
3. Does the work of this officer qualify under the definition set forth in the N. A. D. A. M. proceedings of 1928:

"A Dean of Men is an administrative officer of an educational institution who is trained and authorized to aid the men students in the solution of their personal problems and to direct their group activities both for the development of the individual and the welfare of the institution."

Inasmuch as there have been studies made of the work of the Dean of the College it was thought best to eliminate this official from consideration, even though many such Deans do carry duties which correspond with those of the Dean of Men. Therefore, for purposes of clarity and because of a desire to study the Dean of Men strictly speaking, this arbitrary demarcation was drawn.

Since the subject was essentially historical in nature, it became necessary to secure from the 90 institutions as much primary data as possible concerning the origin and development of the various deans' offices. The source materials include various published bulletins of the institutions; annual reports of presidents and deans, the results from an instrument of inquiry sent to each dean personally; the files of the various student papers and year books; correspondence with a large number of former deans, long-time resident members of the faculties, presidents and other administrative officials; related information from other surveys and studies; interviews with representative deans; general literature including certain theses and unpublished manuscripts; special source materials found in proceedings of such organizations as the N. A. D. A. M., National Asso-

ciation of Deans of Women, A. A. U. W., The Eastern Association of College Deans and Advisers of Men; the minutes of various institutional governing boards; information from representatives of fraternities, educational associations, individuals also doing research in this field, officials of educational bureaus on the Continent; and correspondence with each dean in the 90 institutions.

I. THE ORIGIN OF THE DEAN OF MEN'S WORK

In the proceedings of the 4th annual conference of the N. A. D. A. M. will be found the extremely interesting paper by Thomas Arkle Clark on "The History and Development of the Office of Dean of Men." Part of this paper is secured from the results of a letter sent to 30 of the leading institutions of the country, making inquiry concerning the origin and development of the Dean of Men's work. The major part of the paper has to do with Dean Clark's comment on the inception of his own work at the University of Illinois. He indicates that he had always supposed his office was the first in the country but one of the answers to his letter, that from Dean John Straub of the University of Oregon, gave this information:

"There is the office of Dean of Men here at the University of Oregon and I am it. The office was theoretically established in 1878 when I first came here, and while I was not officially Dean of Men at that time I acted in that capacity from that day until this and part of that time was also Dean of Women, which was a very pleasant office."

Perhaps it will be informative to learn more about this office at the University of Oregon. A careful summary of the history of the work at that institution was received November 28, 1936, from Dean James H. Gilbert, Dean of the College of Social Science. He says:

"The office of Dean of Men was *officially* established by action of the Board of Regents July 17, 1920 (see minutes, vol. 7, p. 80). Dean John Straub, who had been in the service of the University since the second year of its existence, had acted as Dean of the Liberal Arts College since 1889 and had combined with the office of the Liberal Arts Dean some of the duties of a Dean of Men... Apparently no attempt was made by the Board to define the duties of the office at the 1920 session or subsequently. This lends support to the view that the duties now associated with the office had emerged, and been recognized for a long time before. The office was not created; it had, under the kindly ministrations of Dr. Straub, just evolved."

The present dean, Virgil D. Earl, confirms the affirmations made by Dean Gilbert, as does former Dean of Men Hugh L. Biggs. The latter says:

"Dean Straub's contacts (with men students during his early service) were unofficial and resulted quite naturally from his genuine and sincere interest in young people. During these years Dean Straub came to be recognized as the students' friend and appeared many times in their behalf before meetings of the faculty in an attempt to bring about an amicable adjustment of student infractions of University rules and regulations. His primary aim during those years, as I have understood it from Dean Straub himself, was to fill as best he could and wherever he knew the need existed, the void in student life brought about by the student's separation from his family and intimate friends at home."

Finally, Dean of Personnel Karl W. Onthank writes as follows:

"I suspect that the history of the differentiation and development of the office of Dean of Men from the general functions of

the faculty is not notably different here from that of any other college and university. In the beginning the faculty pretty much exercised the disciplinary and personnel functions. The President, of course, carried the chief administrative responsibility which included by common practice, such special administrative and disciplinary attention to students as they received. Individual faculty members, doubtless then as now, took more or less personal interest in their own students but the faculty as such, sometimes through committees, more often as a whole, exercised the disciplinary functions. During the '90s the institution was worked over from a small relatively undifferentiated college into the pattern of a state university with a College of Literature, Sciences and Arts, and professional schools. A Dean of the College of Literature, Sciences and Arts was appointed in 1899—(Dean Straub). The President and the faculty continued to exercise in the main the disciplinary and personnel functions so far as they had developed and it is fair to say that they had gone only a little beyond the discipline stage. As the institution grew the President became more and more occupied with administrative problems and the faculty became too large to deal adequately as a whole with the disciplinary cases, and as a sense of responsibility for individual counseling, particularly for students in difficulties, developed this function gravitated toward the Dean of the College who served accordingly in sort of a dual role as Dean of the College and as Dean of Men. About the same time that office was created one of the women members of the faculty was designated as Dean of Women and had explicit responsibility for the welfare and especially for the conduct of university girls. It was not until 1920, however, that that office of Dean of Men was definitely established. The long delay was due in part to the fact that the Dean of the College exercised the dual role and it was not until the person who held this office retired from the deanship of the college that the function was divided. From this time on the differentiated function developed rather rapidly...."

It would seem, therefore, if we are not to judge the earliest workers in this field by criteria so flexible as to produce no satisfactory results, that we must give credit to Dean Straub—and to others in many institutions—for preliminary work toward the official establishment of the Dean of Men's office. By following the criteria established for recognizing the official origin, it seems necessary to give 1920 as the date for the establishing of this work at the University of Oregon.

In the same manner, Oberlin College had long before 1898 a member of the faculty who did much the same work unofficially as that carried by Dean Straub at Oregon. In 1898, Professor Wilfred W. Cressy of Oberlin is referred to by President Barrows in the latter's Annual Report for that year, in these words:

"The appointment of a Dean instead of a simple excusing officer for college men was a wise step and implies a completer organization of the College Department."

However, Professor Cressy's appointment as an English Professor in the Trustee's Records makes no mention of the position of Dean of College Men. In the same volume with President Barrow's reports is one from Professor Cressy which is not headed "Dean of Men" or "Dean of the College Men" but is titled "Report of the Dean of the College Department" and is signed by his name as "Dean." Professor Cressy died in 1900. In the annual published report of the President and Treasurer of Oberlin of that year (pages 97-98) (series 2, number 4, Bulletin of Oberlin College) there appears a department report headed "Report of the Dean of

College Men" signed by William G. Caskey, but as Dean Bosworth points out:

"Professor Caskey seems to have had no formal appointment as Dean of College Men."

Professor Caskey served for three years, each year filing a report of his work. These reports always appeared under the caption "Department Reports" and are among those offered under the general title "Professors in the College Department." This method of cataloging Professor Caskey's reports when those of the Dean of Women's Department, also called Dean of Women, are given in the "Reports of Officers," further indicates that he was looked upon more as a professor than as a Dean. No change was made in his full-time teaching load. Finally, in his last report he heads it "Report of the Acting Dean of College Men" and in it indicates his pleasure that the College is about to appoint a Dean of College Men in the full sense. Thus, the Annual Report of the President and the Treasurer for 1902-3 (Bulletin of Oberlin College, New Series, No. 7, Oberlin, Ohio, published by the College, November 25, 1903) carries this statement on page 10: "Edward Alanson Miller, as Dean of College Men and Professor of pedagogy for two years, new appointment (to begin with college year 1903-04." The President comments on page 12:

"The appointment of Edward Alanson Miller as Dean of College Men also marks a very distinct step in advance. Heretofore the work of this office had to be carried by a member of the faculty already having full work in his teaching. In Mr. Miller's appointment, however, it is planned that he shall have fully half his time to give directly to the interests of the college men. And the appointment should make it certain that these general interests of the men of the college department will be looked after in a way that has hardly been possible before. The large increase in recent years in the college department itself also makes more necessary the recognition of this deanship as a distinct office, as does also the increased amount of general work naturally required from the President. Mr. Miller brings to his work in this office and to his pedagogical teaching not only the advantage of most successful and valuable experience in public school work and of graduate study along pedagogical lines but also the force of a personality certain to command the full respect of the men with whom he will have chiefly to do. The President anticipates large results from this appointment."

All this is clarified by a letter from Dr. Miller himself, dated December 16, 1936, in which he says:

"The office of Dean of Men was created in Oberlin College by a vote of the Board of Trustees on February 5, 1903. I was chosen at this time as Dean of Men and Professor of Pedagogy, the latter title changing two or three years later to Professor of Education. It had been the custom in the '80s and '90s, and perhaps earlier, to appoint a so-called excusing officer for each class—a member of the faculty who in addition to his other duties, heard the excuses given by students for class and chapel absences In 1898 Professor W. W. Cressy was appointed to do this work for the men of the four college classes and he was spoken of in the minutes of the college faculty as dean of men. There was, however, no such officer created and no recognition of it in salary, beyond a slight lessening of his teaching work. He served from 1898 to 1900 and was succeeded by Professor W. G. Caskey in the same capacity from 1900 to 1903."

1903, then, appears to be the date which should be given for the origin of the work at Oberlin College.

Massachusetts Institute of Technology likewise may be considered for early honors. President Karl T. Compton in a letter dated January 9, 1934, indicates that M. I. T. has had three such deans—Alfred Edgard Burton, 1902-21; Henry Paul Talbot, 1922-27; and H. E. Lobdell, 1927-to date. However, the President indicates in this letter that Dean Burton was in reality Dean of the Faculty for the first 18 years of his service, though he had many of the functions of a Dean of Men. He became Dean of Students in 1920.

Beloit College established in 1884 an office co-ordinating the supervision of students and relieving the President of a number of administrative duties. Dr. William Porter was elected to this first deanship at Beloit, according to Dr. George L. Collie (who graduated at Beloit in '81 and returned to the faculty in '90). A careful reading of the material from him would indicate that the early deans at Beloit were Deans of the College in functions. This is born out by a letter by President Irving Maurer (November 14, 1936) in which he says that:

"The first Dean of Men was Professor C. L. Clark in 1920. Before that we had a Dean of the College who officiated as Dean of Men. In Mr. Clark's case we had a Dean of Men who was also Dean of the College."

In the same vein, the present Dean of Beloit College writes (November 12, 1936):

"It is my understanding that Dr. Clark was the first Dean of Men."

Former Dean of Men and Dean of the College, W. E. Alderman, also states that:

"Professor Clarence L. Clark was the first man elected to the office of Dean of Men at Beloit."

Dr. Robert K. Richardson, secretary of the faculty, made an exhaustive study of the records and wrote fully on the history of all Deans at Beloit College. His detailed paper outlines the work of the Deans at Beloit in the same chronology as is given by these other sources.

The records show that Thomas Arkle Clark, then a professor of Rhetoric, was appointed to the office of Dean of Under-graduates at the University of Illinois in 1901. His title was "Dean of Undergraduates and Assistant to the President." Dean Fred Turner says in papers received from the present President's office that:

"The faculty paid little, if any, attention to the students of the University outside class hours. The students came and went as they pleased, their discipline was so poor that they practically drove away the two previous regents who could not cope with their pranks, practical jokes and fun which was rife."

Dean Turner in these papers, points out that President Draper, observing Clark's ability in handling students, asked him to give assistance in "straightening out" the president's own son. So well did Clark do this with the President's son and with other students referred to him, that after five years of such unofficial work a recommendation was made to the Board of Trustees to appoint him "Dean of Undergraduates," on which favorable action was taken June 11, 1901. This is the earliest *official* designation of this type of office in the 90 institutions studied. In 1909 his title was changed to "Dean of Men."

Ohio Wesleyan definitely established the office of Dean of Men in 1907. The records of Grinnell show the appointment of a Dean of Men in 1910,

while the University of Kentucky established the office in 1912. Then followed in 1913 the University of Nebraska, the University of Iowa and Hiram College. 1915 saw the establishment of a Dean of Undergraduates at the University of Oklahoma. In 1916 Hamline University, the University of Wisconsin and Iowa State Teachers College set up this work and in 1917 both the University of Minnesota and St. Olaf College. Stanford University established the Dean of Men in 1918. Five institutions appointed a Dean of Men in 1919—The University of Indiana, Montana State College, Purdue University, the University of North Carolina and the University of California at Berkeley. 1920 saw nine new Deans or Advisers of Men into office, 1921, 4; 1922, 6; 1923, 3; 1924, 10; 1925, 2; 1926, 10; 1927, 3; 1928, 8; 1929, 6; 1930, 1; 1931, 2; 1933, 2; and 1935, 2.

It is interesting in this connection to point out that from 1920 to 1928 the even numbered years show a very much larger number of new offices established than do the odd numbered years. Fifty-five of the total institutions established the office during this short period of five years. Only 13 new Deans of Men have been established in the group studied, since 1928.

Background for Establishing the Work

An examination of the causes or reasons for establishing the office is interesting. Examples of this data are found in the following excerpts: (President Denny of the University of Alabama—letter, October 14, 1936)

"Few of us, I assume, have any very definite and accurate knowledge of the history of the development of the office of Dean of Men. So far as the University of Alabama is concerned, it was a perfectly natural development. Approximately a decade ago I realized that the President's office could not, in view of the great increase in the number of students, look after all the details regarding the young students who needed personal attention. The Deans of the several divisions of the University confronted a similar situation. A study of the problems developed the fact that in a number of the larger institutions personnel problems were being shifted to the shoulders of a separate, specialized officer. For the men, these advisory duties were being concentrated on the Dean of Men. For the women, these duties were being concentrated on a Dean of Women. That, in brief, determined our action in establishing this new position—the office of the Dean of Men."

(President Edmund D. Soper—Ohio Wesleyan University; letter, November 3, 1936):

"Originally, the President of the University performed the functions of the President, Dean of the College, Dean of Men, Registrar, and even the Dean of Women, although, with reference to the last office, it was necessary very early to have someone to be in direct contact with the women. The reason why the other offices were created was because the President could not do all that was expected of him. He was the responsible party but he could not do all that was necessary to take care of the academic work, the difficult duties of the registrar and those of the dean of men and dean of women."

(President Rees Edgar Tulloss—Wittenberg College; letter, November, 2, 1936):

"When I came to the institution in 1920 there was practically no administrative organization. The entire staff consisted of the President, a part-time secretary, a Dean who was teaching almost a full load, a Registrar who was a full-time member of the faculty, and an Assistant Registrar. With rapid expansion of enrollment and teaching staff it became necessary to build up an organization.

It seemed to me that the first point at which staff development should take place was in the field of personal advice and counseling of students in matters not specifically academic. I, therefore, arranged for the appointment of a Dean of Men and a Dean of Women whose services began in 1922. These offices, have, of course, been maintained since that time."

(Dean of Women, Edith G. Wilson, University of Maine; letter of January 15, 1937):

"As you mentioned, the Dean of Women's office was established here in September, 1923. For the next few years the President of the University then in office was in close touch with the student body and kept in personal contact with the (student) legislative organizations he established. When there was a change in this office, some of this legislative structure was reduced and the President desired a representative to keep in close contact with the student body and in 1929 the office of Dean of Men was established with this, at least, as one of the purposes."

(Dean of Women, Irma E. Voigt, Ohio University; letter of October 23, 1936):

". . . . In many instances the position (Dean of Men) came as a result of the appreciation of the value of the position of Dean of Women on the campus At Ohio University the men on the campus saw the development of women's activities under guidance and direction and they began feeling that they too wanted guidance in their activities and counseling for their individual problems."

(W. H. Cowley, Bureau of Educational Research, Ohio State University; letter of December 11, 1936):

"At the beginning of the 20th century Ohio State University had less than 1,000 students. The President met each student who registered and in general supervised student life along with the educational and research activities of the University. The rapid growth of the institution made a division of labor inevitable and almost yearly new administrative officers were appointed to take over from the President some division of his growing activities. Thus, the Deanship of Women came into existence in 1912, the University Examiner in 1920, the University Health Service in 1921, etc. Inevitably, it became necessary that a Dean of Men be appointed with particular responsibility for the supervision of extra-curricular activities, fraternities, student housing, discipline, and a number of other activities which had theretofore been handled by the President or by miscellaneous University officers."

(Mr. A. A. Culbertson, member of the Board of Trustees, Allegheny College; letter of January 4, 1937):

"There were fraternity and other important problems affecting the men and the whole student morale of Allegheny College which needed attention and which required a closer and more sympathetic contact between the men of the College and the faculty. Since other Colleges, similar to Allegheny, had Deans of Men, some members of the Board of Trustees, including myself, advised the establishing of a Dean of Men with full authority that should be exercised by such an individual."

(Dr. William P. Tolley, President of Allegheny College; letter of December 14, 1936):

"The real explanation lies in the gradual recognition that the conservation of educational values implies the conserving of those values in the extra-curricular activities as well as in the curricular program."

(President Henry G. Bennet, Oklahoma A. & M. College; letter of December 22, 1936):

"The reason for establishing the Dean of Men at this institution has its roots in several facts: first, it seemed desirable to co-ordinate the functions of such an office for all of the Schools on the campus in the person of one man who is interested primarily in the student as a human being rather than as a scholar A second line of thought is that the men on the campus need a person to whom they can go in confidence with their personal problems in the belief that they will get not only advice and counsel but also a return of their confidence It is my feeling that as the size of the institution grows and the danger of the individual losing his sense of individuality and identity increases, special officers must be appointed to contact him for the institutions, protect him against the feeling of being submerged in the mass and devise activities which will promote the development of the well-rounded personality. The creation of the office of Dean of Men was rather informally effected by the addition of these duties to the work of an existing Dean and the later division of his functions into two sections. The matter was a growth rather than a preconceived formally launched plan. This latter fact—that the present Dean of Men so developed his new field that it became necessary more than a year ago to divide his work—indicates to my mind that the step was in the right direction, that it met a need and that the person selected for the work was of the right type."

(President Frank L. McVey, University of Kentucky; letter of November 27, 1936):

"The beginning of the office was very simple. The Chairman of the Committee on Discipline had a good many matters brought to his attention. The man who served as Chairman was also in charge of meetings, both of students and faculty, and he had general oversight of men's dormitories. Other duties crowded in upon him so that what was a simple chairmanship developed into a job. It was felt also that someone ought to be appointed officially to discuss students' problems and to deal with many problems that might arise in regard to individual students, in fact, act as adviser. It soon became apparent that a Dean of Men ought not be the Chairman of the Committee on Discipline; so, as a result, the office of Dean of Men was set up separately."

(Dean Paul B. Lawson, College of Liberal Arts and Sciences, University of Kansas; letter of December 9, 1936):

". . . . I do not believe that the extra-curricular program of the students was the primary cause but rather the need of someone who would have time to help with the students' personal difficulties, though I am sure also that Chancellor Lindley felt the need of such a person to act as liaison officer between him and The Men's Student Council."

(Dr. Walter A. Jessup, President of the Carnegie Foundation for the Advancement of Teaching, former President of the University of Iowa. Letter of December 2, 1936):

"The work commonly assigned to the office of Dean of Men at

the University of Iowa was originally done by the office of the Dean of the College of Liberal Arts and by the office of the Registrar. In 1912, the Registrar secured as an assistant Mr. Robert Rienow, with the assignment that he find out what could be done in connection with improving the services of the University to the men of the institution. Robert Rienow had already demonstrated his unusual capacity in handling students through his service as School Superintendent in Elkader, Iowa, where he organized the most successful student self-government high school program of my knowledge (Soon) he was given the appointment as Dean of Men With the growth of the institution came new problems. He became interested in student housing and was later placed in charge of the Quadrangle, a large dormitory for men He interested himself in a (host of problems of men) and thus he came to have large influence through the University. With the growth of institutional responsibility for the students, the work of the office of Dean of Men was still further differentiated until now there are persons wholly outside the office of the Dean who are carrying on many of the functions formerly lodged in his office. This further subdivision is but a logical condition of growth. Just as the work of the Dean of the College was subdivided, so will the office of the Dean of Men be subdivided from time to time."

(President Ray Lyman Wilbur, Stanford University; letter of December 11, 1936):

"Soon after I became President we endeavored to stabilize student government and appointed a Dean of Men and a Dean of Women to handle problems that were not fully met by student government; to guide the students in their various decisions; to handle the housing of students in the dormitories; to sit on various committees having to do with administration and scholarship; to administer loan funds; and to act as friends to students in need, distress, or otherwise in difficulty. This program was not primarily aimed at the extra-curricular affairs of students; it had more to do with certain administrative needs which had developed."

(Dean Emeritus Stanley Coulter, care of the Eli Lilly Company, former Dean of Men at Purdue University; letter of October 13, 1936):

"The movement (at Purdue) originated with the alumni who petitioned the Board of Trustees to create the office of Dean of Men and make an immediate appointment. The Board passed the request on to the President who took no action. The following year the alumni again appealed to the Board that immediate action be taken on their request On this second request action was taken and I was given the title of Dean of Men."

(Dean Scott Goodnight, University of Wisconsin; letter of October 8, 1936):

"The period 1908-1913 had been one marked by considerable disorder in the student body and a development of student activities of all types and of abuses of student activities which caused the faculty much concern. One or two faculty committees had struggled vainly with the situation and in each case the Chairman had resigned in disgust, alleging that he could not devote the amount of time necessary to accomplish anything in the direction desired. In the spring of 1914 Dean George Clark Sellery, with the assistance of the faculty committee, drafted a plan for the control of the student activities which was put into effect by the

faculty and Regents. There were five sub-committees The five Chairmen of the sub-committees constituted the General Committee on Student Life and Interest and I was selected as Chairman of this General Committee, with a good deal of administrative authority over student affairs and at a compensation which enabled me to lay down most of my other academic work, establish an independent office and devote virtually full-time to the job. This Committee organization is in operation today just as it was inaugurated then and has worked on the whole fairly satisfactorily. There has been no change in this set-up except in 1916 without consultation with me or notification, I was christened full-time Dean of Men—the office never having existed on this campus before—but with no instructions as to change of occupations, functions or duties.”

(Former Dean of Men, A. T. Prescott, formerly of L. S. U., now at Sewanee; letter of November 20, 1936):

“Responsibility for the discipline of the student body formerly was imposed upon the Head of the Military Department. As the school grew it was necessary to release an increasing proportion of students from residence in military barracks. The old system of discipline inherited from a regime that originated with military men and enforced by army officers accustomed to its operation in a military environment was unsuited to the new conditions. In 1926, therefore, on recommendation of the Commandant, President Boyd created the position of Dean of Men to whom responsibility for academic discipline was transferred.”

A summary of the causes for inaugurating the Dean of Men's office as given from all sources is as follows:

1. Increased enrollment	47
2. Need for adviser of men (counseling)	36
3. Extra-curricular development (and centralization)	33
4. Administrative reorganization	30
5. Relief for the President or general administration	27
6. Influence of the Dean of Women's work	22
7. Housing problems	13
8. Request of students	11
9. Enlarged service of the institution	9
10. Discipline	5
11. Study of other College Programs	5
12. Had been doing it unofficially	5
13. Campus morale demanded it	4
14. Aftermath of the War	3

(Twelve other causes are given for each of which only one or two votes are offered.)

Trustees' Records

Most early Deans of Men were appointed without instruction or information as to the duties of the office. Few institutions can be found which give to the new appointee much more than a general statement concerning the area in which he was supposed to work. Of the 90 institutions studied only 34 were able to provide a statement from the minutes of the Governing Board and many of these statements were little more than an indication of the appointment. The following is an example of the latter statement: (University of Arkansas)

“From the April 21, 1923, minutes of the Board of Trustees:
‘On recommendation of the Committee on Teachers the following

budget for salaries and personal services of officers, teachers and other employees of the year beginning July 1, 1933, was adopted—and in its turn was found the name of Mr. ———, Professor of Physics and Dean of Men, salary —."

This brevity appears not to have been due to a lack of interest in the office on the part of governing boards, but rather was due to an inability on their part to define the task.

As against the brevity of the minute just quoted, there are a few exceptions which are noteworthy. The following is an example: (University of Tennessee)

"The Dean of Men is a University officer responsible to the central administration, from which he derives his status and authority. He is ex-officio a member of all faculties and of committees which deal with student affairs, delinquencies in studies and disciplinary measures. He is a member of the Council of Administration; he has supervision of the welfare of all men students of the University. He has frequent personal interviews with them, advises them in their University life and corresponds with their parents on matters of their conduct. He has oversight of matters concerning both housing and fraternities; he inspects these houses and, in cooperation with the authorities, he approves or disapproves these houses and sees that proper discipline is maintained in them. He does all in his power among students and faculty to promote a spirit of mutual understanding and good will."

This statement was drawn up in 1924 at the time the Dean's office was established. He states that he has continued to operate under this statement from that time to the present.

European Advisers

The Dean of Men is an American production. Information from University centers in Paris, Geneva, London, Florence, Bern, Berlin, Vienna, and Zurich all indicate that nothing parallel to this American college official exists on the Continent. Professor Paul L. Dengler of Vienna writes on March 19, 1937:

"The reason probably is that our general education finishes at secondary school level. Our Gymnasium gives a very thorough training and is considered as including at least your Junior College, of not more The University is purely a professional school; the courses are organized in a way that not much choice is left. They provide professional training only and the person entering the university is considered a mature human being who does not need any advice or supervision any more for making his way in life. There are no dormitories, rooming houses and extra-curricular organizations which would involve conferences with individual students."

However, in Zurich and Bern there are unofficial University counselors supported by the Church and in Italy there is developing an officer outside the University who is in charge of the extra-curricular life of students.

II. THE DEVELOPMENT OF THE DEAN OF MEN'S WORK

A careful reading of the annual reports of the various deans gives definite evidence of the main trends which have been characteristic of the work. In particular, these reports indicate a trend toward the personnel, guidance, or counseling function; yet, at the same time there is a trend in the direction of more and more administrative activity centering in the Dean's office. In this connection, the years seem to have led

most institutions to move toward a greater centralization of control of student organizations and activities in the Dean's hands, though this has frequently not involved so much supervisory as advisory service.

The one development which is most noticeable is the increase of responsibility which these reports show has accrued to the Dean. At first this trend might be said to be characterized by a tendency to "dump" into this office a heterogeneous number of unrelated tasks which no one else seemed to want. But now it appears that a considerable amount of this unrelated work has been referred to others and that most, if not all, of the services rendered are correlated with some logic to the real purposes of the office. In other words, it might be said that there is beginning to appear, judging by these reports, a general pattern of acceptable or common tasks which characterize this vocation.

An effort was made to secure from each of the 90 deans, information on the trends in their offices as shown by a comparison of their early objectives with their present ones. This data showed a considerable number of the areas in which Deans' work remained static. Some of these were: office supervision; granting special privileges; aiding religious life of students; encouraging social adjustment of individual students; supervising the general social life of the college; and cumulative records. The areas in which a small amount of increase of emphasis was noted are: student health supervision; student publication supervision; associated work with college athletics; and the activities of a liaison officer. The areas in which a moderate amount of increase of emphasis was noted are: student housing; student aid supervision; and scholarship supervision. The areas in which a marked increase of emphasis was noted are: personnel supervision; supervision of the organizational life of students; general administration; individual counseling; and vocational guidance. The areas in which a lessening of emphasis was shown are: teaching; attendance supervision; registration; and discipline.

Changes in Staff and Physical Equipment

In line with the expansion of the services of the office it would seem natural that an expansion of the staff of the office would be a characteristic of its evolution. This is exactly what took place, as shown by the statements of the Deans as indicated in the following items:

Number of institutions increasing the time of the Dean given to the work	16
Number of institutions adding assistant deans	32
Number of institutions adding secretarial help	35
Number of institutions adding clerical help	34
Number of institutions improving office facilities	14
Number of institutions providing additional office space	
One room in addition to original quarters	2
Two rooms in addition to original quarters	6
Three rooms in addition to original quarters	5
Four rooms in addition to original quarters	2
Five rooms in addition to original quarters	1

Changes in Title

No significant trend evidences itself so far as change of title is concerned. Of the 90 institutions by far the majority established the office with the title "dean of men" and still have that title today. The title, thus, seems to have some degree of stability. The day of experimentation with terminologies with which to designate the activity of this worker appears to be past—if indeed it ever was a problem in college administration. The following information shows:

Number of titles changed to that of "Dean of Men"	10
Number of titles from "Dean of Men" to others	8

Number of general title changes (title "Dean of Men" never used) ..	5
Total changes since origin of the various offices	23
Total starting the office with the title "Dean of Men"	
and now having the same title	67

A discussion of changes in titles would hardly be complete without recognition of the fact that a number of institutions have entirely eliminated the office after having had some experience with it. The experience of these institutions may be so important as to be entirely out of proportion to the actual number of colleges involved. If the development of the work has resulted in the elimination of it at certain colleges then the reasons for this situation ought to be brought out so the evidence can be considered for whatever bearing it may have on the future of the present deans' offices.

From Earlham where a Dean of Men existed from 1924 to 1930, the President writes:

"Our action did not grow out of any definite conviction on our part with respect to the utility of non-utility of the office. The work which was done here by the Dean of Men, was, in my judgment, very useful and a large part of it has been carried on by other officers, particularly by the Dean and to a certain extent, by the President. We have in contemplation the setting up of the office of assistant to the President and if this is done this officer will undoubtedly take over part of the functions formerly exercised by the Dean of Men. So far as I have any feeling in the matter, however, it is that 'a rose by any other name would smell as sweet.' In more prosaic language, I think that the work which is commonly associated with the office of Dean of Men, at least with us, can be done as effectively and perhaps more economically, by distributing it among other officers of the college."

The President at the College of William and Mary writes:

"The office of the Dean of Freshman was established in an attempt to provide entering students with closer guidance and supervision than they had formerly received through the office of the Dean of Men."

The President Emeritus at Iowa State College writes:

"When I came here I found an officer known as the Dean of Men. He was a disciplinary officer of the College. I regarded this as a rather undesirable situation and abolished the office, moving the incumbent into another field of activity on the campus and then appointed another man as 'Director of Personnel for Men.' His main intention now is to get acquainted with boys and to keep them out of trouble rather than catch boys who are in trouble. I have the feeling that some such office, under whatever title, is badly needed and that its scope should be increased."

At West Virginia University, the former Dean of Men is now Secretary of Loans, Placement and Guidance and his office is a subordinate one under the director of student affairs as is also the Dean of Women whose title is retained. The University administration feels that this set-up provides a better clearing house for student life than when the Dean of Women and Dean of Men worked independently. There is greater weight of the administrative body behind the formulation of policies for student affairs and government than formerly.

From the office of the President of Northwestern University comes this statement:

"(Simultaneously with the Dean of Men's work) the personnel service of the University was developed independently under a

slightly different philosophy. As the work of these two offices developed, it became apparent that the separate organization of the two, both dealing with undergraduate affairs, was a mistake. The result of these mistakes became increasingly more serious and more and more obviously handicapped work with undergraduates. It was for this reason that this last spring the offices of the Dean of Men and the Dean of Women were abolished and the work with undergraduates re-organized according to the (present) plan. I think you will find that many of the functions of the old offices of the Dean of Men and Women continue in the new organization but with slightly different emphasis."

At California (Berkeley) the Dean of Undergraduates has absorbed most of the functions of the Dean of Men and the latter officer does not exist. The last Dean of Men there writes:

"We had both offices, Dean of Undergraduates and Dean of Men; the former was the older office. After six years I became convinced that most of the things which the Dean of Men did and was supposed to do, belonged properly in the office of the Dean of Undergraduates. In short, I could find no justification for the two offices—on the contrary, there was frequently some difficulty in classifying the so-called 'normal' functions of each.

It was on my recommendation that President Sproul abolished the office and the title 'Dean of Men.' Briefly, my reasons for making this recommendation were as follows: the title has long been associated with discipline. It was impossible to eradicate the idea that the functions of the Dean of Men were largely corrective. The American undergraduate needs counsel In most of the larger universities a Dean of Men, unless a genius, is looked upon as an official; as such, he can rarely be a successful counselor.

There must be an official to settle the many and complex problems of the students in relation to University requirements. It is my belief that such an official should be known as "Dean of Undergraduates," that his functions should be clearly defined and his place in the administrative hierarchy established. Counseling should be left to counselors chosen from that all too small number in the faculty who have a real interest in the student as a potential citizen. Such counselors should never be official and should never have a title. They may be trained but their best asset will be a native endowment which, for want of a better term, we must call 'human understanding.' It is my belief that Deans of Men have gone out of style."

In this connection, it is interesting to note the comments of President Coffman of the University of Minnesota:

"In an institution of this size some such organization (as an office of student affairs) is indispensable nevertheless, I am convinced that in the days ahead there will be a very marked change in the administrative set-up relating to such matters. I do not think any one knows just what that administrative set-up will be. Many of the duties of the Dean of Men have now become routine, administrative, or disciplinary in character. I believe that the college and university organization will be greatly modified in the future. I rather expect that instead of a Dean of Men or Dean of Student Affairs for the entire student body we may have a Dean of Freshmen or perhaps a Dean for the first two years of college and that this officer will be essentially an educational officer. He will have associated with him those who are in a position to give vocational and educational guidance to students. His office will have something to say about the teaching personnel

in charge of beginning students and it will spend vast amounts of time on the educational problems of students. Somewhere around the institution there may be more or less high grade clerical service to administer the rules of the University."

Dr. R. L. Kelly, Executive Secretary of the Association of American Colleges, writes in the same vein:

"You probably have noted that a trend has now set in to abandon the title 'Dean of Men' and to place the general administration of personnel work under the auspices of a group of faculty members who will have different points of view and different approaches. The history of the Dean of Men's work, therefore, must evidently deal not only with the rise of Deans of Men, presumably, but also with their fall."

There is undoubtedly in these comments much which should give pause to workers in the Dean of Men's vocation. We may be experiencing a change in emphasis within the field of student welfare and these are only symptoms of the change itself.

Perhaps another symptom is the fact that in 36 of the institutions studied there has been set up some form of guidance or personnel work under the direction of another officer than the Dean of Men. The Dean of Men no longer in these institutions is the sole adviser of men students. It may be possible that we have here a change which ultimately may be far-reaching in its final effect upon Deans of Men.

Perhaps the fact that six deans in this study stated definitely that they are also the personnel officers in their institutions indicates another important symptom which suggests that the personnel service of an institution and the usual functions of a Dean of Men will, in the future, be fused and become one.

Another evidence of the interest of advisers of men in the possibilities of the personnel field is the fact that an increasing number of them are taking special training in the techniques of this work. Several men indicated that they had received graduate work in guidance, counseling or personnel administration since becoming Deans of Men—or in preparation for the office before appointment.

The deans were asked what they consider are the most important present trends in the work. Such statements as "The Guidance Movement," "Counseling," "Growth of Personnel Work," "More Personnel Guidance of Individual Students," lead all the rest with one exception. These are all comments which are clearly in the field of the personnel worker. The one exception is "Centralization of Control of Student Life" which is a characteristically administrative statement and not personnel in nature. Do we not here have the two trends: personnel and administrative—fully recognized by the Deans? If this is so, we may look forward to a Dean who continues to carry administrative responsibility—particularly in matters concerning student life—and also who increasingly may be expected to know well what are now called personnel functions and techniques.

This is even more fully brought out when the future trends of the work are considered. On this subject a considerable number of suggestions were received, none of which had a vote from more than three deans with one major exception. That exception was in the field of personnel work. More than half the entire number of answers stated that probably some form of personnel emphasis would increasingly become important in the Dean of Men's activity. It appears that this is no idle statement when one examines the comments made concerning the effect of the personnel movement upon the office of the Dean of Men. Only eleven stated that it had not affected the office in any way. Eleven stated that the effect had been small. Seven said that the office had been partially affected and thirty-six stated that the effect had been considerable.

National and State Associations

The genesis of the present National Association of Deans and Advisers of Men is best seen in the excellent paper of Dean Turner presented to the Association in 1934 and found in the proceedings of that date. It offers the correspondence between Deans Clark and Goodnight, growing out of the suggestion made by Dean Rlenow that such a meeting be held—which correspondence finally produced the first Deans' meeting. It was held in Madison, Wisconsin, January 24-25, 1919, with six Deans present.

The first and second meetings had to do with such topics as: student activities, fraternities, housing, scholarship, and student self government. Though there has been an interesting evolution in the annual programs it will be recognized that these same problems are the essential ones which have played a major part in the discussions from that time to this.

Attendance has grown steadily from six at Madison for the first meeting, to ninety-two at Philadelphia for the eighteenth meeting.

The Association can properly be given the credit for the establishment of the Dean of Men's office in a considerable number of institutions. The vocation has taken on significance partly because of the work of this Association.

Another result of the work of this Association is the organization of regional groups. The Eastern Association traces its origin to this body since it grew directly out of the National meeting at Washington, D. C., in 1929. The Western Association, now temporarily defunct, patterned itself after the National meetings. In more than one state a State Association has come into existence in order to provide for a local constituency some of the benefits known to come from these national gatherings.

I close with a statement made by the first Dean of Men, which in small space will summarize the heart of the Dean of Men's work. He says:

"Most of us find it easy to preach to a crowd but it is contact with the individual that ultimately counts most. Throughout the years that I have been a University officer I have spoken regularly once a week to groups of men at one place or another. Sometimes, perhaps, such talk carries home; but the most effective work that I do is where the man and I are face to face across the desk from each other, or sitting side by side, each with a chance to tell what is in his mind and heart."

This sort of thing was the point of origin of our work; around it the best part of our work has developed and at this focus must our future depend. Our whole history begins and ends here.

President Lancaster: We are ready for a discussion of this paper.

Turner: I ran across an article within the past year or two in the *New York Times*, Sunday edition, which devoted about two columns to the life of a man in one of the Eastern schools, I don't remember which one. It was a notice regarding the death of a professor in one of the smaller eastern schools, and the long description of his life and work, which began along about 1835 apparently, indicated that from the functional standpoint that man must have been an early dean of men. That might be worth looking up.

I think that both Dr. Cowley and Dean Findlay might well have mentioned the fact that there is nothing especially disturbing about this whole situation. It is a point in evolution. Individuals on the faculty staff who showed a particular aptitude or interest in the student did the work at the outset probably unofficially. Students came to him because he was a fine fellow. Then came the time when the administration and the presi-

dent found it was too much for them, and they began to spot a man chiefly on personal qualifications who could help out. I can't see anything to be especially concerned about. It's too big for one man to handle. It may be a group of officers centralized under one man, but it's simply the next step when you get down to it.

Jones (Iowa): I want to make two comments in connection with Dr. Cowley's paper. The first is that this pattern needs to be grown into. I think on any campus, however small or however large, there are people to whom these various personnel functions can be assigned and who can cooperate if the dean of men, following this blueprint which Dr. Cowley has given us, can catch the vision of these specialized services. But to take this blueprint and try to fit it on as a superstructure is likely to give us the same difficulties which we experienced 15 or 20 years ago when the movement for student self-government was rampant, when an arm-chair organization of student government looked very good, but when tried it was found that the students hadn't grown into being accustomed to carrying on the functions which the student self-government contemplated.

Secondly, coordinate with this development of specialized services, I think we must keep the channel open by which the individual student can be reached and rooted to these services. There must be a coordinate plan by which an adviser representing this central philosophy and central point of view in close touch with units of men, say, from 40 to 100 in their living quarters, and, through that personal individual contact and thorough knowledge of men as you live with them, making these services directly available to the individual man. I divert further in emphasis upon this point to say that when Dean Rienow was brought to the University of Iowa campus, he told me he had talked to President Bowman until late in the night, and when they were nearing the end of their conference he said to the president, "Now, just what do you expect me to do when I come here?" The president said, "I can't give you any specific instructions, but I want to be sure that no student leaves this campus until every service which this campus has available for him is made possible for his use and development." It is with that point of view and philosophy that Dean Rienow has carried forward, and it accounts for his ability to absorb these numerous specialized personnel services that have come in. I know of no man in an administrative position who has the skill Dean Rienow has in getting the students to express their points of view. I think it is a significant fact to keep the channel open to get the student's point of view on these various features.

Gardner: I'd like to ask about your recording of the new men through those years. You have a group of 90 to start with. Wouldn't it be logical to assume that with that standardized control group you might not get the trend in the increased number of deans of men in the later years? I was rather amazed to find that after 1925 your figures began to drop off, and yet I have found an increasing number of men writing in every year who have at least the title of dean of men. Am I right?

Findlay: Yes.

President Lancaster: At this time we are going to have a word from Dean Coulter, who finds it necessary to leave in just a moment.

Dean Coulter: Mr. President, I am very thankful for this moment of time, because I couldn't leave Austin without saying goodbye to the deans who have been my friends for so many years and to the new friends that I have made. I want to thank you for all your courtesies to me. I want to congratulate you for your immense courage in listening to me year after year and for your graciousness with which you conceal your boredom when I speak as long as I did the other night. When you get as old as I am, you'll look back upon your life, and the finest days you'll find to be those in which you have straightened out the lives of young men with whom you have come in contact. Goodbye. I hope to see you at Wisconsin, where I think it will be fairly decent but not as hospitable as our friend here in Austin.

President Lancaster: At this time I'm going to ask Dean Goodnight to represent the report of the Resolutions Committee.

Goodnight: Mr. Chairman, the National Association of Deans and Advisers of Men, in convention assembled at the University of Texas on April 1st, 2nd, and 3rd, 1937, has been made the recipient of a most warm-hearted and exquisite hospitality, a vivid exemplification of this outstanding Southern virtue at its best. In deep appreciation thereof, your committee recommends the adoption of the following resolution:

"BE IT RESOLVED that this association express its profound appreciation and its sincere thanks to The University of Texas for its most gracious hospitality, to His Excellency, Governor James V. Allred, and President Harry Yandell Benedict for their highly appreciated words of welcome, to Deans V. L. Moore and Arno Nowotny for the perfection of their arrangements, to the ladies of the University for their heart-warm-hospitality, to many faculty members for placing their cars and their services as drivers at our disposition, to managers Charles Zivley and Miss Anna Janzen, of the Texas Union, for their thoughtful and most efficient provision for our comfort and convenience, to the members of the Interfraternity Council and to various chapters for their entertainment of the delegates, and to the University Athletic Council for its generous proffer of admission to the Texas Relays.

"Further, that we express our very real appreciation of the splendid work of the officers of this association in preparing for us such a timely and highly stimulating program, and we acknowledge our especial indebtedness to those non-members who have contributed so richly to it, to Regent H. J. L. Stark, to Dr. E. J. Mathews, to Dr. W. H. Cowley, to Federal Administrators J. Edgar Hoover and Aubrey Williams and their able representative, Rolf T. Harbo and Richard R. Brown, and to the Ebenezer Baptist Negro Choir.

"Last, but by no means least, we express our abiding obligation to our own ever youthful Dean of deans, Emeritus Stanley Coulter, for his unfailingly inspiring message.

"Respectfully submitted,

(Signed) J. P. Cole

Arno Nowotny

J. R. Schultz

S. H. Goodnight."

Goodnight: I move the adoption of that resolution.

Jones: I second it.

.....Question put and motion carried.....

Goodnight: We further recommend the adoption of the following resolution:

"BE IT RESOLVED that this association extend to Dean Christian Gauss its profound sympathy in the bereavement he has so recently suffered and which has prevented his presence with us."

Gardner: I move the adoption of that resolution.

Tolbert: I second it.

.....Question put and motion carried.....

Goodnight: Another resolution was presented to the Committee, but the Committee did not find itself in accord with it, and I am instructed by the members of the Committee to present it without recommendation for such action as the association may see fit to take.

"BE IT RESOLVED that, in conformity with Dean Park's report and in recognition of the need for greater cooperation with the Deans of Women, this association seek to arrange at least one joint meeting with the Association of Deans of Women."

Fisher: I'd like to move the adoption of that resolution. I have never attended any meetings of deans of women, and I don't know what they say and do. I have seen some of their programs and I have discussed the matter with our dean of women. These deans usually meet at the time of the National Vocational Guidance Association. I have attended that association's meeting a couple of times. Some of you deans of men were there, I think. It occurred to me that those meetings were very helpful. I do think that the dean of women has a great deal in common with the dean of men, and I believe that we could have at least one session together that might be of benefit to both of us.

President Lancaster: Does your motion contemplate any specific time when we shall meet? We have already voted to meet at Wisconsin next year.

Fisher: Perhaps it will not be possible for us to arrange for that this coming year. It might be kept in mind for the year following that.

Bubbell: The deans of women meet at a time when there are nine or ten meetings all going on in one great big turmoil, and I would vigorously oppose any meeting that would drag us into a four-ring circus.

President Lancaster: I might pass on a bit of information that I received from one of the deans of women recently. She said that the matter came up before the deans of women, and they voted not to meet with the deans of men.

Thompson: I move the matter be indefinitely postponed.

A Speaker: I second it.

.....Question put and motion carried.....

Tolbert: I present the following resolution for adoption:

"BE IT RESOLVED that we appreciate the liberal and intelligent attitude of the National Youth Administration officials in their attempts to help needy worthwhile young men secure college training; and if the National Youth Administration is continued, we urge the policy of avoid-

ing paternalism by requiring honest work for the pay received, and we feel that the present policy of permitting colleges and universities to select men and arrange projects definitely avoids the danger of federal interference in the functioning of these institutions."

Newman: I second it.

.....Question put and motion carried.....

President Lancaster: We will now hear from Dean Gardner, our president for next year.

Gardner: Nine years ago I attended my first meeting of this Association. In the brief span of years since 1928 I have seen the membership, objectives, and purposes of this group expand, but the great fellowship of the group has always been the same. The friends we have made have been personal as well as official. Without losing this spirit I hope that the Association can move on to its proper place in the educational field. A great deal has been said and done by all of us which is of the utmost value to higher education and particularly to the students in our institutions. All of this should be given to the educational world.

We have hid our light under a bushel long enough. Some of you may not agree with all that Dr. Cowley had to say, but we all realize that we are coming to some changes in this field of administration. It would be absurd for a group of intelligent men to sit back and say that we are not going to accept any of the new ideas. Let us approach them with an open mind. What we don't want, we can discard; but what we judge are useful let us use them and develop it. I believe that this association can be of great aid in developing student personnel work. I would like to see us make our 20th anniversary back at Wisconsin marked not by some radical change but as Fred Turner said, symbolized by keeping abreast of the evolutionary movement of our field. I hope with your assistance that we can have a program next year which might possibly even surpass the marvelous one we have had this year. I am sure if Scott Goodnight's hospitality drew these seven men twenty years ago that it ought to draw a great many times seven in 1938.

I do appreciate honestly and sincerely, more than words can tell, your electing me to this position. I have been the court jester for the crowd, doubtless, but I will lay aside the buffonery and with your help try to make the 1938 meeting an outstanding one.

Is there any more business?

Miller (UCLA): At U. C. L. A. we have adopted the preceptor system in the fraternities, and we are looking for men. If you run across any of young men who want a chance to have free tuition and board and room in the fraternity house to do graduate work, please inform us.

Gardner: How many institutions need preceptors?

.....Three institutions responded (U.C.L.A., Michigan, Florida).....

Goodnight: I just want to reinforce cordially the invitation that President Gardner has issued to you to attend the conference at Madison next year. I sincerely hope we'll have a real attendance in Wisconsin in 1938.

President Gardner: The Nineteenth Annual Conference is adjourned.

APPENDIX A

Official Roster of Those in Attendance at the
Austin Meeting

<i>Name</i>	<i>Institution</i>	<i>Title</i>
Adams, Walter H.	Abilene Christian College	Dean of Students
Anderson, Frank G.	Texas A. & M. College	Dean of Men
Barlow, Charles C.	Illinois College	Dean of Men
Benedict, Harry Y.	University of Texas	President
Blalock, L. F.	University of Florida	Director of Admissions
Boger, Roy G.	McMurry College	Dean
Bostwick, J. L.	University of New Mexico	Dean of Men
Bradford, L. M.	Municipal Univ. of Omaha	Dean of Men
Brown, Frank T.	Texas Military College	Dean
Brown, R. R.	National Youth Administration	Deputy Administrator
Buntain, Willard J.	Northwestern University	Organizational Counsellor
Bursley, Joseph A.	University of Michigan	Dean of Students
Chase, H. D.	University of Tulsa	Dean of Men
Cole, J. P.	Louisiana State University	Dean of Student Affairs
Collins, Robert A.	Hardin-Simmons University	Dean of Students
Cook, Harris M.	West Texas State Teachers' College	Dean of Men
Coulter, Stanley	Eli Lilly and Company	Dean Emeritus
Cowley, W. H.	Ohio State University	Prof. of Psychology, Bureau of Educational Research
Culver, George B.	Stanford University	Dean of Men
Ferguson, C. E.	Stephen F. Austin State Teachers' College	Dean of Men
Findlay, J. F.	University of Oklahoma	Dean of Men
Fisher, M. L.	Purdue University	Dean of Men
Gardner, D. H.	University of Akron	Dean of Men
Geddes, Carroll S.	University of Minnesota	Financial Advisor of Stu- dent Organizations
Gilley, C. A.	Sul Ross State Teachers' College	Dean of Men
Goodnight, S. H.	University of Wisconsin	Dean of Men
Gordon, J. M.	Texas Tech. College	Dean of Men
Gustafson, A. G.	Texas Lutheran College	
Harbo, Rolf T.	Federal Bureau of Investigation	Administrative Assistant
Hardt, B. F.	Victoria Junior College	Dean
Hart, T. H.	Daniel Baker College	Dean
Hubbell, Garner E.	The Principia	Dean of Men
Jones, Lonzo	State University of Iowa	Asst. Dean of Men
Julian, J. H.	Univ. of South Dakota	Dean of Student Affairs
Kidd, R. J.	Southwestern University	Adviser for Freshmen
King, L. E.	Sam Houston State Teachers' College	Dean of Men
Lancaster, Dabney S.	Sweetbriar College	Secretary of the Board
Lathrop, Gayle John	College of Wooster	Dean of Men
Lewis, Gabe	John Tarleton College	Dean of Students
Lobdell, H. E.	Mass. Institute of Tech.	Dean of Students
Lucky, L. B.	Louisiana State University	Freshman Adviser, Asst. Dean
McCreery, Otis C.	University of Minnesota	Asst. Dean of Student Affairs

APPENDIX A (continued)

<i>Name</i>	<i>Institution</i>	<i>Title</i>
McDaniel, W. B.	Weatherford College	Dean
Mallett, Donald R.	University of Iowa	Asst. Dean of Men
Manchester, R. E.	Kent State University	Dean of Men
Martin, W. G.	Schreiner Institute	Dean
Mathews, Edward J.	University of Texas	Registrar
Miller, Earl J.	Univ. of California at Los Angeles	Dean of Undergraduates
Mitchell, Fred T.	Michigan State College	Dean of Men
Moore, Victor I.	University of Texas	Dean of Student Life
Newman, J. H.	University of Alabama	Associate Dean of Men
Nielsen, Otto R.	Texas Christian Univ.	Dean of Men
Nowotny, Arno	University of Texas	Asst. Dean of Men
Ott, Edward	Louisiana State Univ.	Asst. to the Dean
Park, J. A.	Ohio State Univ.	Dean of Men
Paul, Wilson B.	Illinois Wesleyan Univ.	Dean of Men
Postle, Arthur S.	Univ. of Cincinnati	Dean of Men
Ripley, G. E.	Univ. of Arkansas	Dean of Men
Rubottom, Roy R.	Southern Methodist Univ.	Dean of Men
Schultz, J. R.	Allegheny College	Prof. of Mathematics
Sherer, Charles R.	Texas Christian Univ.	Asst. Dean of Men
Siemer, William J.	St. Mary's University	Dean of Freshmen
Smith, G. Herbert	DePauw University	Dean of Men
Somerville, J. J.	Ohio Wesleyan Univ.	Dean of Students
Speck, H. E.	Southwest Texas State Teachers' College	
Stark, H. J. Lutchter	University of Texas	Member of the Board of Regents
Stenson, Harvey W.	Univ. of Minnesota	Administrative Fellow
Stephens, George W.	Washington Univ.	Dean of Students
Thompson, J. Jorgen	St. Olaf College	Dean of Men
Thompson, T. J.	Univ. of Nebraska	Dean of Student Affairs
Tibbals, C. A.	Armour Institute of Tech.	Asst. Dean
Tolbert, B. A.	Univ. of Florida	Dean of Students
Trautman, Wm. D.	Western Reserve Univ.	Dean of Adelbert College
Turner, Fred H.	Univ. of Illinois	Dean of Men
Walton, Ralph E.	Municipal Univ. of Omaha	Asst. to the Dean of Men
Watson, Carl G.	South Dakota School of Mines	Vice-President, Acting Dean
Wellington, A. M.	Muskingum College	Dean of Men
Werner, Henry	Kansas Univ.	Men's Adviser
Woods, T. P.	Northeastern Teachers' College	Dean of Men
Zumbrunnen, A. C.	Southern Methodist Univ.	Dean of Students

APPENDIX B
Roster of Ladies Group

Mrs. C. C. Barlow	Mrs. Lonzo Jones	Mrs. Arno Nowotny
Mrs. R. G. Boger	Mrs. J. H. Julian	Mrs. Edward Ott
Mrs. J. L. Bostwick	Mrs. L. B. Lucky	Mrs. W. B. Paul
Mrs. L. M. Bradfield	Mrs. Donald Mallett	Mrs. J. R. Schultz
Mrs. Perry Cole	Miss Betty Manchester	Mrs. R. W. Thomas
Mrs. Stanley Coulter	Mrs. R. E. Manchester	Mrs. F. H. Turner
Miss Harriet DeWees	Mrs. O. E. McCreery	Mrs. C. G. Watson
Mrs. C. E. Ferguson	Miss Lucille Moore	Mrs. L. P. Woods
Mrs. J. F. Findlay	Miss Sally Moore	

APPENDIX C

Roster of Members 1936-1937

<i>Institution</i>	<i>Representative</i>
Akron, University of	D. H. Gardner
Alabama, University of	J. H. Newman
Allegheny College	J. R. Schultz
American University	C. B. Woods
Arkansas, University of	G. E. Ripley
Armour Institute of Technology	H. T. Heald
Baker University	P. C. Kochan
Beloit College	H. H. Conwell
Bethel College	P. S. Goertz
Brown University	S. T. Arnold
Bucknell University	R. H. Rivenburg
California, University of	T. M. Putnam
California, University of at Los Angeles	E. J. Miller
Carnegie Institute of Technology	
Case School of Applied Science	T. M. Focke
Cincinnati, University of	A. S. Postle
Colorado College	W. V. Lovitt
Colorado, University of	H. G. Carlson
Dartmouth College	L. K. Neidlinger
Delaware, University of	G. E. Dutton
Denver, University of	John Lawson
Depauw University	L. H. Dirks
	H. E. Smith
Drexel Institute	L. D. Stratton
Florida, University of	B. A. Tolbert
Georgia Institute of Technology	Floyd Field
Haverford College	H. L. Brown, Jr.
Illinois, University of	F. H. Turner
Indiana, University of	C. E. Edmondson
Iowa State College	M. D. Helser
Iowa State Teachers' College	L. I. Reed
Iowa, University of	Robert Rienow
Kansas, University of	Henry Werner
Kent State University	R. E. Manchester
Kentucky, University of	T. T. Jones
Louisiana State University	Perry Cole
Maine, University of	L. S. Corbett
Massachusetts Institute of Technology	H. E. Lobdell
Miami University	W. E. Alderman
Michigan State College of Agriculture	F. T. Mitchell
Michigan, University of	J. A. Bursley
Minnesota, University of	E. E. Nicholson
Missouri, University of	A. K. Heckel
Montana State College	J. M. Hamilton
Montana, University of	J. E. Miller
Muskingum College	A. M. Wellington
Nebraska, University of	T. J. Thompson
New Mexico, University of	J. L. Bostwick
New York University	L. W. Lange
North Carolina State College	E. L. Cloyd
Northeastern University	H. W. Melvin
Northwestern University	
Oberlin College	E. F. Bosworth
Ohio State University	J. A. Park

APPENDIX C (continued)

<i>Institution</i>	<i>Representative</i>
Ohio University	J. R. Johnston
Ohio Wesleyan University	J. J. Somerville
Oklahoma College of Agriculture and Mech. Arts.	C. H. McElroy
Oklahoma, University of	J. F. Findlay
Omaha, University of	L. M. Bradfield
Pittsburgh, University of	V. W. Lanfear
Princeton University	Christian Gauss
Purdue University	M. L. Fisher
Ripon College	
Rollins College	A. D. Enyart
Rutgers University	Fraser Metzger
St. Olaf	J. J. Thompson
South Dakota School of Mines	C. G. Watson
South Dakota, University of	J. H. Julian
Southern California, University of	F. M. Bacon
Southern Methodist University	A. C. Zumbrunnen
Stanford University	G. B. Culver
Swarthmore College	H. E. B. Speight
Temple University	J. C. Seegers
Tennessee, University of	F. M. Massey
Texas Technological College	J. M. Gordon
Texas, University of	V. I. Moore
Washington State College	Carl Morrow
Washington University	G. W. Stephens
Wayne University	J. P. Selden
Western Reserve University	W. D. Trautman
Wisconsin, University of	S. H. Goodnight
Wooster, College of	D. Luther Evans
Wyoming, University of	B. C. Daly

Emeritus Deans

Stanley Coulter, Eli Lilly and Company, Indianapolis, Indiana
 C. R. Melcher, University of Kentucky, Lexington, Kentucky

APPENDIX D

Summary of Previous Meetings

<i>Meeting</i>	<i>Year</i>	<i>Present</i>	<i>Place</i>	<i>President</i>	<i>Secretary</i>
1	1919	6	Madison, Wisconsin	S. H. Goodnight	L. A. Strauss
2	1920	9	Urbana, Illinois	T. A. Clark	S. H. Goodnight
3	1921	16	Iowa City, Iowa	T. A. Clark	S. H. Goodnight
4	1922	20	Lexington, Kentucky	E. E. Nicholson	S. H. Goodnight
5	1923	17	Lafayette, Indiana	Stanley Coulter	E. E. Nicholson
6	1924	29	Ann Arbor, Michigan	J. A. Bursley	E. E. Nicholson
7	1925	31	Chapel Hill, N. C.	Robert Rienow	F. F. Bradshaw
8	1926	46	Minneapolis, Minn.	C. R. Melcher	F. F. Bradshaw
9	1927	43	Atlanta, Georgia	Floyd Field	F. F. Bradshaw
10	1928	50	Boulder, Colorado	S. H. Goodnight	F. M. Dawson
11	1929	75	Washington, D. C.	G. B. Culver	V. I. Moore
12	1930	64	Fayetteville, Ark.	J. W. Armstrong	V. I. Moore
13	1931	83	Knoxville, Tenn.	W. J. Sanders	V. I. Moore
14	1932	40	Los Angeles, Calif.	V. I. Moore	D. H. Gardner
15	1933	55	Columbus, Ohio	C. E. Edmondson	D. H. Gardner
16	1934	61	Evanston, Illinois	H. E. Lobdell	D. H. Gardner
17	1935	56	Baton Rouge, La.	B. A. Tolbert	D. H. Gardner
18	1936	92	Philadelphia, Pa.	W. E. Alderman	D. H. Gardner
19	1937	80	Austin, Texas	D. S. Lancaster	D. H. Gardner

The next meeting will be held at the University of Wisconsin, Madison, April 27, 28, 29, and 30, 1938.

APPENDIX E

Standing Committees 1937-1938

Executive Committee—1936-37

Dean D. S. Lancaster, Chairman
 Dean F. H. Turner
 Dean D. H. Gardner
 Dean J. W. Armstrong
 Dean W. E. Alderman
 Dean H. E. B. Speight
 Dean B. A. Tolbert

Executive Committee—1937-38

Dean D. H. Gardner, Chairman
 Dean G. W. Stephens
 Dean F. H. Turner
 Dean D. S. Lancaster
 Dean J. F. Findlay
 Dean H. E. Lobdell
 Dean J. A. Bursley

Committee on Nominations and Place 1938, 1939, 1940

Dean J. A. Bursley, Chairman
 Dean O. C. McCreery
 Dean G. B. Culver
 Dean V. I. Moore
 Dean Fraser Metzger